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ABSTRACT

This model state curriculum guide for K-12 social studies provides teachers with planned continuity to assist in supplementing classroom offerings. The publication is designed to acquaint teachers with new content, processes, terminology, purposes, objectives, grade placement of content, instructional materials, and techniques of inquiry. The guide begins with a statement of purpose and is followed by a list of major social studies objectives; three sections on inquiry skills; suggested teaching procedures, methods, and practices; and information on developing a climate for problem, writing and teaching social studies units, materials and equipment, audiovisual aids, and uses of overhead projects. A checklist of materials and equipment and observations on the interdisciplinary approach, on man in his geographic setting, and on a study of Idaho follows. The major section of the guide is comprised of outlines of content in anthropology, civics, economics, geography, map and globe skills, history, and sociology. For each subject area the basic understandings, inquiry skills, and attitudes and values precede lists of concepts divided into primary, intermediate, and secondary levels. Sources on Idaho are appended. The guide concludes with a bibliography. (Author/KSM)

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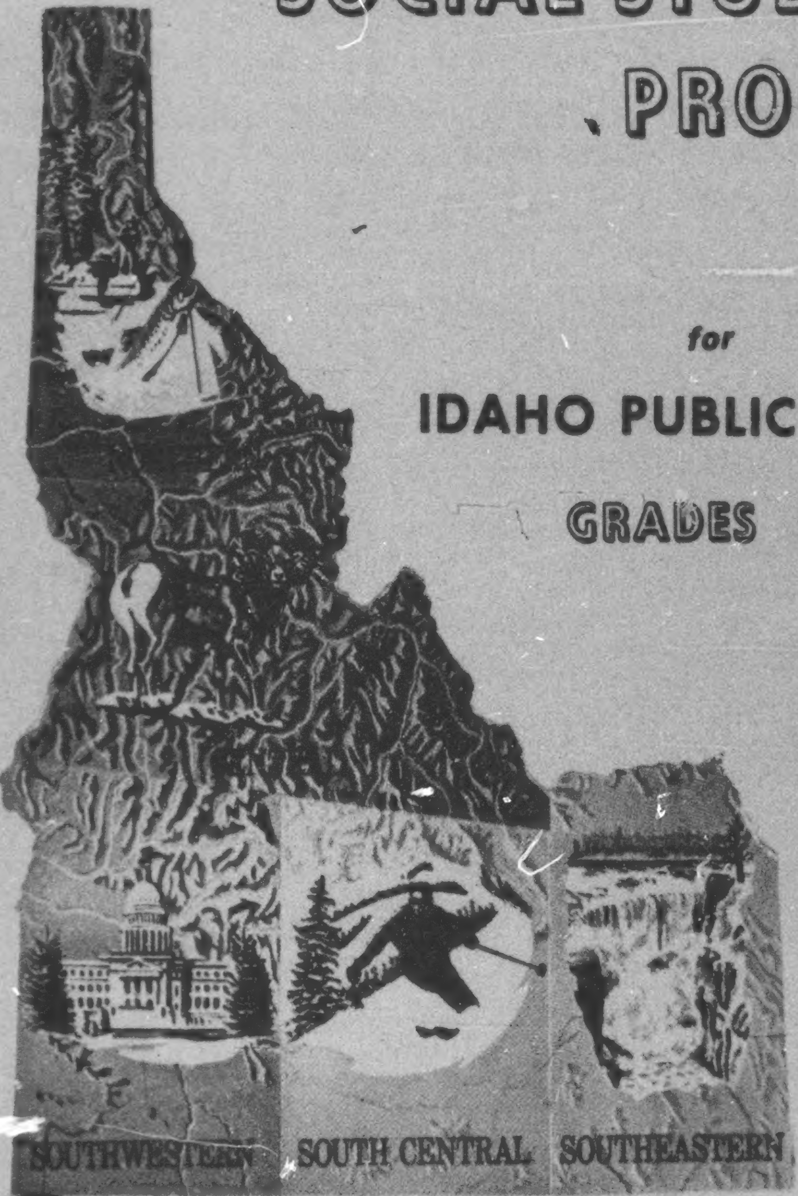
SOCIAL STUDIES PROGRAM

for

IDAHO PUBLIC SCHOOLS

GRADES K–12



DEPARTMENT OF EDUCATION
STATE OF IDAHO

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

SOCIAL STUDIES PROGRAM FOR IDAHO PUBLIC SCHOOLS

GRADES K-12

IDAHO STATE DEPARTMENT OF EDUCATION

Division of Instructional Improvement

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January, 1974

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Public Instruction

SOCIAL STUDIES PROGRAM FOR IDAHO PUBLIC SCHOOLS

GRADES K-12

IDAHO STATE DEPARTMENT OF EDUCATION

Approved
March 8, 1974
by the Idaho State Board of Education

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FOREWORD

This Social Studies Program for Idaho Public Schools K-12, has been developed as a model curriculum guide for all teachers and all school systems. It gives dynamic direction for an "Open System" of local curriculum planning whereby teachers can develop a flexible course of study to meet change and evolving educational needs. Teachers can accomplish their objectives by working and planning together to develop individualized programs for students. The guide suggests means for teachers to improve their skills which will contribute to the total school program.

We hope teachers will be more effective in instructing students in the meaning of our "American Heritage" and the part it shares in the development of a democratic society. Better planning and implementation of our objectives can accomplish this common goal.

This guide is offered as a model curriculum in the social studies area for all Idaho students to develop their optimal ability by providing twelve years of instructional continuity.

D. F. ENGELKING
State Superintendent
of Public Instruction

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PREFACE

Social Science Education, as an emerging program, has been subjected to reform in methods and materials. The current emphasis is on concept development as a process in identifying the role of individuals who aspire for continued freedom.

Since social science teachers are responsive and committed to technological and social change, they will meet the challenges demanded of them and identify their role by skillful employment of effective teaching strategies.

Traditionally, the textbook has been the basic instructional tool for classroom use. Issuing the same book to each pupil simplified the teaching structure. Certainly, the requirements of the learning process indicate that the textbook no longer can serve as the total instructional aid for the the social science program. Media resources offer an important role in extending experiences beyond the limits of a textbook. Students need to be supplied with multiple learning choices to interpret and use these aids effectively in proper perspective. Verification of statements must be substantiated through several valid sources before conclusions can be drawn accurately. Teachers and students should be cognizant of the fact that an open mind seeks new evidence as changes occur.

A prime requisite of social science education is the development of desirable socio-economic and personal behavioral attitudes. This involves optimal judgment in the conduct of human affairs. The American Way of Life has given prominence to the worth and dignity of the individual and the growth potential of each person. No society will prosper unless its members accept a share of commitment toward furthering its goals.

Current social science programs make provision for the relevant needs of students. The inquiry processes rely upon the learner's ability to use many materials and sources. Students need multiple opportunities to develop functional skills for locating and evaluating sources of information. Methods that emphasize the application of rational thinking and personal involvement in the consideration of societal problems are appropriate and necessary. Since social science education is also a rational objective, attention must be focused upon the type of behavior that is anticipated as an outcome of the learning experiences for students. The classroom that is "student-oriented" provides for management of learning.

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INTRODUCTION

INTRODUCTION

Rapid and irrevocable change is occurring in the social sciences and will continue before effective modifications in the social science curricula of America's schools will be effected. The social sciences have long been rooted in tradition, so change has been slow and less dramatic than in other disciplines.

For definitive purposes, the social sciences are the school subjects concerned with human relationships. Their content is derived principally from the disciplines of history, economics, geography, civics, and the behavioral sciences. A function of social science teachers is to help young people learn to carry on the democratic process they have inherited and when modern conditions demand, to make the necessary alterations that are consistent with the basic principles and values of freedom. Youth must be provided with educational opportunities that will enable them to hypothesize, assimilate, evaluate, and apply knowledge appropriate to their needs.

Changes that are taking place in the social sciences reflect process, content, teaching procedures, realignment in grade structure, and the inclusion of the social science disciplines within the social studies. The social science curriculum will need further recasting and structuring before new methods and materials will supplant past and present curriculum procedures.

As curriculum modification and revision are needed, the responsibility for such effective change becomes a planned process for local school districts, state educational agencies, and teacher training institutions. Cooperative planning should reflect optimal curriculum innovation and improvement for social science instructional programs.

This is a revision of the 1968 Social Studies Program for Idaho Public Schools, Grades K-12. Major revisions in this publication are: 1) Elimination of the scope and sequence; 2) Addition of the social science inquiry skills for primary, intermediate, and secondary students; 3) Addition of guidelines for teaching practices; 4) Up-dating of the disciplines by specialists in their respective fields; and 5) Rearrangement of the content of the guide for more effective teacher use.

The following disciplines are covered in this guide:

ANTHROPOLOGY
CIVICS
ECONOMICS
GEOGRAPHY

HISTORY
  United States History
  World History
SOCIOLOGY

An interdisciplinary unit on the STUDY OF IDAHO is included.

PURPOSE OF THE PUBLICATION

The purpose of the social studies publication is to provide teachers with planned continuity that will assist them in supplementing their individual classroom offerings. Instructional programs that are appropriate and sufficiently flexible make provisions for the maturity levels of most students.

Teachers are encouraged to utilize the guide so that a variety of approaches in procedural methods and material uses will result. The framework of the publication is intended to serve as a guide and teachers are encouraged to extend, enrich, and adapt its use appropriately to the learning climate of their students.

The publication is designed to acquaint teachers with new content, processes, terminology, purposes, objectives, grade placement of content, instructional materials, and techniques of inquiry in the teaching of the social sciences.

Since all schools desire that students complete their formal education with well-developed understandings, skills, and attitudes, it is necessary to know what kind of an educational program should be planned and implemented so that students can achieve levels of competence in these areas. Appropriate experiences should be provided for students so that optimal learning will result.

Teachers should be cognizant of the abilities of their students and the learning methods that advantageously motivate them and the varying conditions that enhance or negate their individual learning progress. Well taught skills are the basic tools to learning. Successful teaching of the social studies cannot be achieved unless the teacher faces realistically the problems involved in the wide range of interests, abilities, and backgrounds which exist among learners. Teachers need to make careful appraisals of the learning status of individual pupils before instruction can be appropriately planned and implemented.

Teachers will need to adjust their instructional techniques in classroom procedures to maintain functional competency in the teaching of the new social studies. Adroit teacher planning skill, for the most part, will determine the effectiveness of classroom methods. However, better teaching should evolve through better planning.

Content is left principally to the discretion of classroom teachers in individual schools. The main thrust of this publication is to stress the processes of inquiry. Many of the new curriculum studies in the social studies have recommended this approach to content presentation.

PURPOSE OF THE SOCIAL STUDIES

The purpose of the elementary and secondary social studies curriculum includes the following:

- Implementation of ideals and values as an integral part of a democratic heritage
- Understanding of and participation in the democratic processes
- Development of intellectual curiosity through inquiry techniques for decision making on significant issues
- Acquisition of understandings applicable to instructional levels in the social studies curriculum
- Appreciation and understanding of diverse cultural systems and the recognition that certain unique human factors unite all cultures
- Development of respect and appreciation for the innate worth and dignity of people regardless of race, creed, or ethnic backgrounds
- Realization of the inevitability of change as it affects societal adjustment in the role of interdependence among individuals, societies, and nations
- An emphasis of individual and group commitment and responsibility for the perpetuation of the rights and privileges of free men
- Development of behavioral characteristics that are both acceptable and expected in a socio-civic environment

OBJECTIVES OF THE SOCIAL STUDIES

The National Council for the Social Studies has established the following social studies objectives as supporting factors in democratic citizenship teaching:

- Support persons and organizations working to improve society by desirable action
- Scrutinize the actions of public officials
- Participate in elections at local, state, and national levels and prepare oneself for intelligent voting in these elections
- Oppose special privilege whenever it is incompatible with general welfare
- Be prepared and willing to render public service and to give full-time service in emergencies
- Engage in continual re-examination of one's personal values as well as the value system of the nation
- Belief in the inherent worth of every individual - that each person should be judged on his merit
- Belief that all persons should possess equal rights and liberties which are, however, accompanied by responsibilities
- Belief that all persons should have maximum freedom and equality of opportunity to develop as they desire, consistent with their capacities and with the general welfare
- Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security
- Belief that citizens should place the common good before self-interest or group or class loyalty, when these are in conflict
- Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected
- Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved

OBJECTIVES OF THE SOCIAL STUDIES
(Continued)

- Belief that government must be based on properly enacted laws, not on the caprice of men holding office; that government has a responsibility for promoting the common welfare

- Belief that people are capable of governing themselves better than any self-appointed individual or group can govern them, that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government

- Belief that free economic competition consistent with the general welfare is desirable; that government has the obligation to stabilize economic growth and reduce gross economic inequalities

- Belief that both competition and cooperation are essential to the democratic process and to our national well-being

- Belief that the separation of church and state is essential

- Belief that maximum individual freedom, under law, throughout the world is the best guarantee of world peace

- Belief that change in relations between nation states should be accomplished by peaceful means, and the collective security can best be achieved within an organization of nation states

- Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind

- Belief that Americans should have reasoned devotion to the heritage of the past, and a commitment to perpetuate the ideals of American life . . .[1]

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[1] National Council for the Social Studies, Objectives of the Social Studies, (Washington, D. C.).

MAJOR OBJECTIVES OF THE NEW SOCIAL STUDIES

The major objectives of the "new social studies" are to help youth develop into useful independent citizens. These objectives may be divided into three major groups:

1) UNDERSTANDINGS 2) ATTITUDES AND VALUES 3) INQUIRY SKILLS

A contributing citizen has an understanding of the social process and will develop and use value attitudes in his society. He wants to participate actively in the political environment by investigating issues through a rational decision-making process.

A useful, independent citizen develops values consistent with a democratic creed. The "new social studies" discipline presents controversial issues which consistently challenge student values and encourage reflection upon values in the light of evidence.

A useful, independent citizen has inquiry skills with which he can separate truth from untruth and acquire dependable new knowledge.

To prepare students for the study of the social studies disciplines, three areas have been delineated for the teacher's consideration. The areas to be examined are:

Understandings

The responsibility of teachers is to organize appropriate materials and teaching procedures to develop basic concepts in understandings:

- Factual structure of each subject
- Appropriate textbooks and teaching materials
- Authenticity of information
- Man's history and traditions, representative of practices and beliefs
- Societal culturals in varying environments
- Man's relation to his habitat
- Society's management of natural and human resources
- Suitable use of the scientists' methods and pursuit of knowledge

Attitudes and Values

Discerning teachers are concerned with the total development of students and recognize that every child has a potentially important contribution to make to society. Diversity of experience and method is important for students in developing attitudes and appreciation for their environment. Pupils may acquire many desirable attitudes and values through:

- Interest in and a curiosity about the subject matter being studied
- Respect for and acceptance of evidence and the rules that govern it
- Appreciation of the human dignity of man and a regard for the feelings of others
- Concern for community, state and national affairs
- Reasonable involvement in and dedication to fostering the development of a sense of responsibility to their country's heritage
- Desire for recognizing varying characteristics of human behavior
- Positive attitude for the democratic way of life
- Regard for fostering a planning philosophy which will contribute beneficially to the local, state and national welfare

Inquiry Skills

An appropriate program in the presentation of disciplines provides for developing and maintaining skills which are essential to critical thinking in problem-solving techniques as:

- Objectivity in data examination of man and his society
- Relevancy and validity of judging data
- Data classification and compilation
- Graphic interpretation of social data material
- Practical application of social scientists' methods of skill acquisition
- Relationship of past experiences to new experiences for gathering information
- Historians' and scientists' use of the modes of inquiry

A MODE OF INQUIRY FOR THE SOCIAL STUDIES

A Mode of Inquiry identifies six steps in the inquiry process for students of the social studies:

1. Recognizing a problem from data

2. Formulating hypotheses

    Asking analytical questions

    Stating hypotheses

    Remaining aware of the tentative nature of hypotheses

3. Recognizing the logical implications of hypotheses

4. Gathering data

    Deciding what data will be needed

    Selecting or rejecting sources on the basis of a statement of logical implications

5. Analyzing, evaluating, and interpreting data

    Selecting relevant data from the sources

    Evaluating the sources
        Determining the frame of reference of the author of a source
        Determining the accuracy of statements of fact

6. Evaluating the hypothesis in the light of the data

    Modifying the hypothesis, if necessary
        Rejecting a logical implication unsupported by data
        Restating the hypothesis

    Stating a generalization[2]

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[2] Edwin Fenton, The New Social Studies (San Francisco: Holt, Rinehart and Winston, Inc., 1967).

INQUIRY TECHNIQUES

The following inquiry techniques can be useful in analyzing and understanding problems of social studies:

- Observing (Start where pupils are.)
- Identifying categories (What can you tell me about?)
- Defining (Student is faced with the task of formulating a definition.)
- Comparing and Contrasting (Have students make comparisons of some different content examples which allow them to discover similarities and differences.)
- Generalizing (Students should be able to interpret the data to the point of formulating generalizations.)
- Predicting (Having identified causal relationships in their generalizations, they transfer the principles they have learned to new content and are able to predict outcomes.)
- Verifying Predictions (The verification process is a necessary means for building in safeguards against incredible predictions.)
- Developing Models (Relationships can be reduced to a diagram or model.)
- Formulating Hypotheses (Hypotheses go far beyond simple predictions based on likenesses and differences. They provide explanations of social phenomena ... If-then ... If such and such is true ...)
- Testing Hypotheses (The testing process is concerned with the applicability of a hypothesis to one or more specific situations.)
- Making Decisions (It is dependent upon adequate development of the underlying processes.)

SOCIAL STUDIES INQUIRY SKILLS

PRIMARY

Primary pupils should be able to:

- List questions for specific information on how to use the tools of inquiry
- Gather information prior to making oral reports with the help of pictures, charts, maps, globes, and other media, before requiring written responses
- Use map and globe skills to locate places, identify physical features, judge distances, and to represent familiar areas
- Show that understandings are achieved through informational experiences in the steps of problem solving and application made in adjusting personal problems

INTERMEDIATE

Intermediate pupils should be able to:

- Recognize examples of opinions in current event topics
- Collect statements on differing religions, ethnic peoples, and social groups from news articles and other sources
- Describe three advantages of listening to the viewpoints of others
- Resolve a problem by analyzing content and clarifying word use
- Present a major viewpoint with reliable source data and analyze probable causes of bias leading to this assumption
- Listen to a discussion and list five or more points that could be questioned for lack of supporting evidence

Research Skills:

- Locate information and identify sources and page numbers where each appears, as: index, table of contents, list of illustrations, bibliography, and title page
- Use subheadings in an encyclopedia to locate specific information

- List topics found in an encyclopedia and use guides in locating them

- Use cross-references in an encyclopedia for specified information

- Show ability to use an encyclopedia for fact finding

- Locate several sources of recorded information and recognize the more reliable ones

- Find subject matter topics and demonstrate the ability to use the card catalog to locate and record the topic's call number

- Classify evidence from research sources as either primary or secondary

- Present an oral report which includes name, introduction, body of the report, and summary, by using correct posture, pronunciation, clarity, tone, and delivery

SECONDARY

Secondary students should be able to:

- Analyze a one-page written document and draw inferences about the author's probable point of view, intended audience, and the purpose of the document

- Determine whether statements are judgments of fact, inferences, or value judgments

- Form generalizations of facts that can be supported by gathered data

- Develop a research project on a topic that is of personal interest and is factual

- Write, discuss, and analyze both written and oral presentations of a specific subject for its topical relevancy or non-relevancy

- Analyze a news story as reported by two different publications and list several examples of bias or misleading use of facts

- Give examples of common propaganda appeals and classify them as to survival-safety, belonging-prestige, and fulfillment

- Identify and list reference materials that could be used to locate these facts:
    - Author of a magazine article
    - African colonies in 1914
    - Physical geography of Europe
    - United States population by states, 1790-1970
    - Magazine articles on elections
    - Brief biography of George Washington
    - Political map of Europe
    - List of United States presidents
- Use acceptable form in preparing workable bibliography cards in uniform style to construct a final bibliography of a selected topic
- Choose a topic for research that meets the following critera as:
    - Interesting to a researcher
    - Researchable from available sources
    - Sufficiently limited to allow scholarly considerat
- Write a research paper that meets established rules of form and style
- Demonstrate the ability to use information sources for social studies classes
- Make ability judgments on personal decisions based on reliable sources[3]

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[3] Acknowledgement is made to Westinghouse Learning Corporation, Behavioral Objectives, Social Studies (1971), for the data on Social Studies Inquiry Skills.

SUGGESTED TEACHING PROCEDURES FOR THE SOCIAL STUDIES

Classroom procedures and techniques employed by the individual teacher will greatly determine the functional use of this guide. Teachers are encouraged to make selections from the suggested activities and teaching tools that best fit the needs of their students. The listings are teaching aids to implement a flexible social studies program. Textbooks and supplementary materials indicate that:

- Textbooks should serve as an initial source of information.
- The use of a variety of current magazines, journals, daily newspapers, and paperbacks (trade books) by teachers and students is essential for learning.
- Student research should include the use of source materials for sharing and evaluation for informational comparison.
- Collections for bulletin boards and permanent files should be kept current and readily available for teacher and student use.
- Students need to know the difference between primary and secondary information getting; for example, the Declaration of Independence and the United States Constitution are two documents that explain primary source materials.
- Students should actually engage in the interpreting and making of graphs, charts, time lines, maps, etc.
- Emphasis should be placed on units of importance that link past events to current happenings.
- Students need to be taught to think critically, to generalize without becoming careless in thought processes, make valid comparisons, see cause and effect relationships, and recognize propaganda as being both helpful and harmful.
- Modern teaching aids improve the social studies curriculum through frequent use of the school library, film strips, films, recordings, overlays, etc.
- Students should become involved in learning activities through active participation in mock trials, debates, committee work, and other group activities.
- A library should provide appropriate reference materials, related library books, and current periodicals.

SUGGESTED TEACHING METHODS

The Historical Method

(1) Problem identification. The first step in the pursuit of knowledge in virtually any area of investigation is the recognition of ignorance. We should be able to recognize what we do not know. We must beware of taking anything for granted or accepting the facile explanation. The statement of the problem is of fundamental importance; it allows us to focus our investigation and avoid aimless wandering or the idle pursuit of curiosity.

(2) Selection and collection of sources of information. Practice and experience teach us what is pertinent to the solution of our problem. The materials used by historians can be classified in two ways, primary and secondary sources.

The study of history and the historical method provides invaluable training and experience in the utilization of library resources, in ferreting out information from an immense variety of reference books and indexes, and in tapping the inexhaustible sources of information we have about man and his past. Techniques learned in a history class can be carried over to almost every other subject. Because of the broad spectrum of its subject matter, history offers the ideal introduction to learning these research techniques.

(3) Verification and validation. This is the heart and soul of the historical method. Healthy skepticism and the habit of criticism will be ingrained into the mind of the history student. Students should be taught to validate information from more than one source. Students need to learn that the printed word is not infallible. They need to learn that questions must be raised about the bias and prejudice of their sources and how to verify information from one source in another source.

Once the evidence from the past has been found, the student must be taught to sift and evaluate that evidence. He must learn that not all sources are equally reliable and that no source can be completely objective and without bias in matters pertaining to human events. He needs to learn the mechanics of note taking and filing. He can be taught to distinguish between the easy, meaningless generalization, and the considered judgment based upon careful evaluation of all available data.

(4) Organizing and writing. Every term paper is a bit of historical writing. The way to learn how to organize material and write is to organize material and write. The experience of putting together information on a specific subject and writing about it in an accurate way can instill lifelong habits of care and accuracy in the use of information in any field.[4]

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[4] State Department of Education, A Manual for History Teachers (Springfield, Illinois: 1965).

SUGGESTED TEACHING METHODS
(Continued)

Inquiry Method

In the past, many elementary and secondary school students have been taught social studies by rote, memorization of facts, and the repetitive learning of dates which, for many, were meaningless.

The new social studies strategy calls for the technique of discovery. Young people are encouraged to discover generalizations from a variety of social science reading sources and to use generalizations for arriving at still others, until they finally come to understand an entire discipline in this way. These learners should be led into question raising, verifying of evidence, pursuing of clues, and the testing of hypotheses, instead of accepting the printed word as "truth."

Young people should have the opportunity of using the social science tools in order to investigate basic concepts of generalizations. Such generalizations should be orderly arranged, beginning with simple concepts and subconcepts for first grade, and gradually increased in depth and scope as the learner moves sequentially through the elementary grades into the junior and senior high school instructional levels.

Since a variety of new multi-media materials are being produced for distribution, teachers, administrators, and other professional personnel should become cognizant of them and be prepared to implement the desirable ones into the social studies curriculum. Reform in the social studies curriculum cannot be effected with the traditional textbooks and present-day teaching methods which too often have centered on factual information. The curriculum best conceived is the one that is planned reciprocally between the classroom teacher and the student.

Inquiry Skills

Skills of locating and gathering information from a variety of sources include:

Reference	Using books and libraries effectively, taking notes, using the mechanics of footnoting and compiling bibliographies
Listening	Reflective listening to oral presentations, interviewing resource people, observing and describing contemporary occurrences in school and community
Graphic Materials	Skills of interpreting graphic materials - maps, globes, atlases, interpreting charts, graphs, cartoons, and converting "raw data" into graphic forms

SUGGESTED TEACHING METHODS
(Continued)

Chronology	Skills needed to develop a sense of time and chronology, such as developing a time vocabulary and understanding time systems, tracing sequence of events - perceiving time relationships, between periods or eras and between contemporaneous developments in various countries or parts of the world
Reporting	Skills of presenting social studies materials which involve: organizing material around an outline, writing a defensible paper and presenting an effective speech, participating in a discussion involving social problems
Comprehension	Skills of comprehension which include: identifying the central issues in a problem or argument, arriving at conclusions and drawing valid inferences, providing specific illustrations of social studies generalizations dealing with increasingly difficult and advanced materials
Analysis & Evaluation	Skills of analysis and evaluation of social materials which encompass: . Applying given criteria . Distinguishing between primary and secondary sources . Judging social studies materials . Recognizing underlying and unstated assumptions or premises, attitudes, outlooks, motives, points of view, or bias . Distinguishing fact from hypothesis with given information and assumptions . Distinguishing a conclusion from the evidence which supports it . Separating the relevant from the irrelevant . Gathering essental materials from incidental information for forming conclusions, judgments, or theses . Recognizing techniques found in persuasive materials of advertising, propaganda, and assessment data for supporting a given conclusion . Weighing values and judgments involved in alternative courses of action
Synthesis & Application	Skills of synthesis and application of the social materials which include: . Formulating valid hypotheses and generalizations; marshalling main points, arguments, and central issues . Comparing and contrasting points of view, theories, generalizations, and facts

SUGGESTED TEACHING METHODS
(Continued)

Synthesis & Application (Cont.)

- Distinguishing cause-effect relationships from other types, such as means and ends, combining elements, drawing inferences and conclusions, and comparing with previous conclusions and inferences
- Identifying possible courses of action
- Making tentative judgments as a basis for action, subject to revision as new information or evidence becomes available
- Supplying and relating knowledge from the social studies as background for understanding contemporary affairs

Group Participation

Skills of effective group participation which involve:

- Assuming different roles in the group
- Using parliamentary procedures effectively
- Helping resolve differences within the group
- Suggesting and using means of evaluating group progress

Current Events

Today's social studies classes have many aids at hand. Young people need organized study and discussion of current political problems and issues if they are to be sufficiently informed for citizenship in the ever-changing world. Available weekly periodicals for most grade levels, current magazines, newspapers, tapes, films, and cassettes provide for understanding and interpreting factual events.

By whatever method used, teachers should effectively provide students with opportunities for active participation in current event undertakings. A strong current events program should include pupil involvement, a variety of teaching techniques, and a strong correlation with the units that are being taught. Appropriate planning of the program is important for eliminating repetition and boredom for students. A common practice in schools of today is to devote one day each week to "current events." An alternative procedure is to allow current events to intrude at any suitable time that teachers feel is important to the learning environment. Current events should be studied regularly so as to keep students informed about current happenings outside the classroom.

Scientific Method

The scientific method includes the following procedures:

Controlled Observation

The data collected usually is measured in quantitative terms, and the measuring is often done with instrumentation.

SUGGESTED TEACHING METHODS
(Continued)

Scientific Method (Continued)

Hypothesis	The hypothesis is the statement of a tentative theory designed to explain observed and classified data; the hypothesis also serves as a guide for future investigators.
Verification	The heart of the scientific method is prediction. The prediction must be accurate, and it must be stated in a manner that makes verification possible.
Experimentation	Investigators can verify prediction, check a hypothesis, and collect data through experimentation. This must be under controlled conditions, and an experiment should be capable of duplication by any competent investigator.

Classroom teachers trained in understanding and use of available methods will be better equipped to present the real values in methodology that allow students and society at large to profit from them.

SOME GUIDELINES TO TEACHING PRACTICES

Teachers should:

- Plan for or capitalize upon emerging problems that permit children to become involved in situations that demand problem solving thinking.
- Guide children by asking open-ended questions that help them to define their problems and some methods of attack.
- Give time to defining the problem explicitly.
- Engage children in constructing a model of search, a strategy of inquiry appropriate to the problem to be resolved.
- Provide authoritative data and the skills lessons needed for data gathering and analysis.
- Help the children to respect each child's idea, no matter how slight it may seem.
- When majority decisions are made for action, help them to see that the minority viewpoint sometimes is most helpful.
- Help children to see that there are times when holding your own viewpoint, even when it goes against group opinion, is very important.
- Help children to cope constructively with conflicts of opinion.
- Help children to analyze what happened in a problem situation.[5]

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[5] Gross and Muessig, Editors, Problem-Centered Social Studies Instruction Curriculum Series, Number 14, National Council for the Social Studies.

DEVELOP A CLIMATE FOR PROBLEM SOLVING

Teachers should:

- Encourage question-asking and respond to children's questions.
- Provide group attention for important questions.
- Follow through, individually, with questions that are of more limited interest.
- Reward exploratory thinking.
- Help children to recognize that a search involves trial-and-error behavior.
- Wherever possible, emphasize the search along with the more routine learnings.
- Help the class to understand the importance of delaying action, whenever possible, in order to think the problem through.
- Establish the understanding that not all problems are immediately solvable, but that we make progress by working on them.
- Make it safe to have ideas, try them on for size, and abandon them for better ones.
- Provide opportunity for children to experience the realization that hypotheses can be proven false as well as true.
- Wait for children to think.
- Demonstrate your faith in problem-solving thinking by participating in it yourself.
- Plan a curriculum which permits the emergence of problems that are real for the children.
- Be a guide to problem solving.[6]

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[6] Ibid.

WRITING AND TEACHING SOCIAL STUDIES UNITS

The use of units in the teaching of science and social studies is more common today than several decades ago. During the past few years, different educators have advocated various unit outlines and various unit procedures. Perhaps no one type of unit is the best. And naturally, the way a unit is taught is more important than the construction or organization of the unit. The following suggestions for a unit are an example of one type.

The plan of unit teaching described here deals with a series of teaching procedures, which for the purpose of discussion is divided into five parts, divisions, or periods. Obviously, then, the plan of unit writing considered here is based on an outline which is divided into five major parts. Each part deals with an essential step to be taken in teaching a unit.

The five main divisions of the type of instructional unit discussed here are: (1) the Approach Period, (2) the Exploration and Orientation Period, (3) the Problem Stating Period, (4) the Study Period, and (5) the Culmination Period. Each division has its specific aims or purposes, and each demands the use of particular types of procedures for teaching it and for writing it.

Part I -- The Approach Period: The main purposes of this part are: (1) to introduce the unit and acquaint the class with the broad areas of subject matter which are considered to be within the scope of the unit, and (2) to create, or discover and intensify, the interests of pupils in studying the unit.

The procedures which have been found to be effective in achieving these purposes are: (1) the teacher gives an overview or synopsis of the unit, emphasizing those matters which are believed to be especially worthwhile and interesting; (2) teacher and pupils discuss the importance of those aspects of the unit about which the pupils have some understanding; (3) teacher and pupils narrate direct and vicarious experiences which are related to the unit; (4) teacher and pupils make specific plans to be followed in studying the unit; (5) teacher and pupils make general plans for using what is to be learned while studying the unit.
The teacher and class plan general culminating activities during the Approach Period.

Usually, teachers employ all five of these procedures in the Approach Period of every unit. Frequently, they also use one or more--rarely more than three--of the following procedures: (1) invite a person who knows a great deal about the unit, and who is able to speak effectively to children, to talk about one or more phases of the unit;
(2) arrange displays of pictures, maps, charts, objects, models, and specimens which are likely to create pupil interest in the unit; (3) show moving pictures, lantern slides, and film strips of subjects related

to the unit; (4) read to the class appropriate selections from books, newspapers, and magazines; (5) take field trips; (6) dramatize events which are a part of the content of the unit; and (7) demonstrate processes and operations which are expected to stimulate interest. Items number 6 and 7, as a rule, are used less frequently than the others in this list.

In writing the Approach Period of a unit, careful attention is given first to the preparation of the synopsis, or overview. Usually, an overview fully written is more useful than an outline of an overview. Second, the various procedures to be used in the overview are selected and described. Usually, they are listed in the sequence that is to be followed in teaching the unit.

Obviously, the selection of approach procedures and activities is to be made with the needs, interests, and abilities of the pupils and available study materials clearly in mind.

Part II -- The Exploration and Orientation Period: The main purposes of this period are: (1) discover what the pupils who are to study the unit know and do not know about the unit; and (2) further orient pupils in the subject matter of the unit and in methods of study to be used.

The procedures found to be effective in this period consist of the giving of pre-tests and the holding of exploratory discussions. Commonly, pre-tests are not used with classes below the sixth grade. When used, however, pre-tests are usually prepared by the teachers after the approach period has ended. Furthermore, pre-tests are usually of the essay type rather than the short answer type. The pre-test items usually test general knowledge or understandings. After pre-tests have been given, they are carefully analyzed and the results of this analysis are used to guide later teaching and learning.

When exploratory discussion methods are used by the teacher to find out what children know and do not know about the unit, broad general questions and topics are used to give direction to the discussions. Usually, while this activity is in progress, the teacher makes notes of the apparent deficiencies in the children's knowledge, skills, attitudes and appreciations. These notes are used to guide later teaching. As a rule, exploratory discussions are used exclusively in grades below the sixth to determine the extent of pupil understandings, but they probably should be used in the upper grades even though pre-tests are given. Obviously, exploratory discussions should follow rather than precede the pre-tests. Tests and discussions serve also to orient pupils in the study of the unit.

The writing of Part II of a unit is done very easily. The writer simply notes in this section whether pre-tests or exploratory discussions, or both, are to be used, and then adds that each teacher is to prepare his own pre-test and exploratory discussion items after the approach activities are completed.

Part III -- The Problem Stating Period: After a unit has been introduced and delimited, after pupil interests have been aroused, and after teacher and pupils have found out what is known about the unit, the third period of the unit should be entered. The main purpose of this period is to achieve a clear statement of all the problems or questions about which pupils should acquire adequate understandings in later study.

One of the most common and most successful procedures for accomplishing the purpose of this period is carried out in the following manner: The teacher explains to the class that it is necessary to make a list of all the problems or questions that are to be studied by the class. Each pupil is urged to state the question which he thinks the class should answer. As different pupils state questions or problems, the teacher writes them on the blackboard and each pupil writes them in his notebook.

Pupils who are unaccustomed to this procedure likely will have a great deal of trouble at first in framing questions. The teacher can help them by explaining that "what," "when," "where," "how," "who," and "why" are useful words for beginning questions.

Of course, it is understood that children will not be well enough informed to state all the important questions that should be studied. Therefore, it is the responsibility of the teacher to supply those that the pupils overlook. The teacher's questions, however, are listed along with the others on the blackboard and in the notebooks.

In writing the third section of a unit, the teacher should list all questions and problems which the pupils should study. Usually, the teacher is tempted to list topics rather than questions. It should be remembered, however, that questions are much more effective than topics as guides for children's study.

Part IV -- The Study Period: When the study period is begun, each pupil has a list of problems and questions to use as a guide for his study. The main purpose of the study period, therefore, is to provide pupils the opportunity to gather the information that is needed to answer the questions which they have before them. A second purpose is to help children understand and practice effective methods of gathering information about stated questions, and in evaluating the gathered evidence. The methods to be used in amassing information are: (1) reading; (2) interviewing; (3) recalling related experiences previously acquired; (4) making direct observations; (5) reasoning with previously acquired facts; that is, putting old ideas together to create new generalizations; and (6) listening to explanations, conversations, and discussions.

In addition to informing children about the various methods to be used in gathering information about listed problems, social studies teachers also must inform them about how to use the various methods. Children must be taught to gather evidence from many kinds of sources. They must be taught how to locate ideas in all common types of printed sources; how to conduct simple interviews; how to observe; and how to form effective habits of listening and of recalling previous experiences that are related to problems being studied.

The length of the fourth period in the teaching of a unit depends upon the number and difficulty of the study problems set up by the teacher and class in the problem-stating period; the plan of division of labor that the teacher and class set up in the fourth period; the availability of sources needed to supply the essential information; and the skills the pupils have in making use of the sources.

Before writing the study period of a unit, the teacher should do at least three things. First, he should decide what division, if any, should be made of questions among the pupils for study. Obviously, some questions in the list should be studied by all pupils, while others should be divided among individual pupils and committees of pupils and assigned on the basis of the interests and abilities of pupils. Second, he should decide what methods of study must be used and plan to teach such methods unless he is certain that the pupils already are familiar with them. Third, he must assemble the study materials pupils are to use and make the necessary provisions for them to be readily available to the pupils. His decision regarding the first two of these should be written in the fourth part of the unit.

Part V -- The Culmination Period: This is the final period in the teaching and writing of a unit. The main aims of this period are: (1) to bring the unit to a satisfactory ending; (2) to provide opportunities for pupils to pool their individual experiences; (3) to share, in some cases, the learning experiences of one class with other classes, or groups; and (4) to test the educational development the class has made through the study of the unit.

The procedures teachers have found useful for achieving these aims are: (1) class discussions in which individual pupils give their conclusions or answers to the problems listed in the problem stating period. Usually, the information or evidence upon which their conclusions are based and the sources of such evidence are also given; (2) individual pupils and committees submit reports to the class on special study assignments (usually these reports are given orally, but frequently written reports are also required), (3) often historical events and various processes and activities are dramatized or demonstrated; (4) creative writing, maps, charts, graphs, drawing, friezes, models, and other types of construction produced by children during the study of the unit are presented;

(5) collections of pictures, articles, and specimens which were in process during the study of the unit are placed on display; (6) scrapbooks and portfolios made during the period are examined and evaluated; (7) assembly programs which utilize what the pupils have learned are prepared and presented to the entire school or to other class groups. Frequently, a class invites the parents of the children to attend the program; and (8) tests are given.

In writing this section of a unit, the teacher briefly sets forth the plans to be followed in carrying out the culmination activities which are to be used. A schedule for the giving of individual and committee reports is drawn up. Class discussion topics are listed, and final tests are constructed and scheduled.

Parts of this unit approach are the work of F. L. Hambrick, Professor of Elementary Education, Colorado State College of Education, Greeley, Colorado.

MATERIALS AND EQUIPMENT

The "explosion of knowledge" that caught many educators unprepared is effecting major changes in the school curriculum by demanding the purchase and use of more and better materials and equipment for classroom implementation. Classrooms must become well-equipped learning laboratories and the teacher a provider of source materials rather than a presenter of isolated facts. A variety of suitable instructional materials ought to and should be at the teacher's disposal. Teachers will need more time for classroom instructional preparation, the use of a variety of available instructional resource material, and clerical assistance for the implementation of a quality social studies program.

TEXTBOOKS

Teachers need to be provided opportunities to assist in the selection of current texts that are appropriate for students; that contain suitable content to allow for learning abilities of students; that are scholarly, accurate in information, and objective in content; and that have student appeal.

Textbooks are to be selected from the approved list as adopted by the Idaho State Board of Education and listed in the publication, Textbook Adoptions for Idaho Public Schools.

SOURCE MATERIALS

Technological advances make it impossible for reliance on a single text as the major tool of learning. A variety of source materials in reading must be provided for students and teachers. Resource materials should be carefully selected and used to supplement the adopted textbooks. Many appropriate paperbacks are available and designed for enrichment use in the classroom and for independent information gathering. Reference materials are essential and should be included as necessary teaching tools. Several sets of encyclopedias, atlases, gazeteers, and almanacs should be carefully selected and provided for classroom use.

MAPS

Current maps of the United States and the world are indispensible for all social studies instructional levels. A variety of appropriate maps is available and the selection of them is dependent upon the needs of the students. American History classrooms should have recent and mobile wall map units for teacher-pupil use.

GLOBES

Current and appropriate globes also are very necessary tools for the teaching of social studies. Globes provide a better representation of the earth than flat maps. Students should have interpretating experiences with both media, however.

TRANSPARENCIES*

Transparencies are becoming more available and their use more general as a teaching device. Their use requires a screen and an overhead projector which offers much flexibility in teaching strategies. Many commercial companies (audio visual) have prepared sets of transparencies though they are expensive and require careful screening for specific classroom use. Transparencies that teachers produce are often more appropriate and offer many possibilities for multi-media presentations.[7]

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[7] Morton J. Schultz, The Teacher and Overhead Projection, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965).

*Refer to USES OF THE OVERHEAD PROJECTOR, p. 30.

AUDIO-VISUAL AIDS

MOVIES

Cost will determine, in part, the film collections and other media that local school districts provide for classroom use. Many suitable films are listed for social studies classes but require careful selecting and previewing by teaching staff prior to class showing. Appropriate free and inexpensive films currently are available but need evaluation before use.

FILM STRIPS AND SLIDES

Classroom teachers quite often prefer film strips and slides over movie films as they are usually less expensive, more easily operated, current and more accessible on a variety of topics.

TAPES AND RECORDINGS

The use of commercial tapes, dialogues, pupil-teacher made tapes, documents, lectures, and other recordings is increasingly prevalent in classrooms as teaching aids. Students can be highly motivated through the use of these aids though care should be taken so that they are not overused.

T.V., MAGNETIC TAPES, VIDEO-TAPE MACHINES, & OTHER ELECTRONIC EQUIPMENT

Classroom teachers need to know about the availability of the listed equipment and its intended use. In-service instruction must be provided for teachers and others for operation and maintenance of the expensive equipment. Social studies teachers should be sufficiently informed about new devices and their use in order to efficiently deploy classroom methods commensurate with innovative tools.

4-SPEAKERS AND TELE-LECTURES

Most teachers have community advantages and utilize them through local resource people who provide opportunities by sharing their varied experiences with classroom students. Community school relations offer a number of cooperative advantages. Tele-lecture use has made available national figures who can contribute directly and immediately to the assignment under study.

COMMUNITY RESOURCES

Most communities offer worthy resources for their youth. Field trips can be useful and profitable if proper preparation is made prior to undertaking them and effective evaluation results afterward.

AUDIO-VISUAL AIDS
(Continued)

SUPPLEMENTARY MATERIALS

Students and teachers may obtain social studies information and materials by writing to the United States Embassy and the foreign country consulates. Other sources may be obtained through industrial companies, governmental agencies, and local chambers of commerce.

PUBLICATIONS

Pamphlets, publications, posters, and pictures often are available for teacher or student use by writing to the proper source and requesting the materials for social studies classes. Lists of free and inexpensive materials are listed in Social Education, the publication of the National Council for the Social Studies.

USES OF THE OVERHEAD PROJECTOR

Teachers use overhead projectors to improve instruction. There are several distinct advantages to using this lightweight, convenient piece of equipment. It lets the teacher face the students at all times; it is simple to operate; the classroom lights do not need to be turned off; and transparencies are easy to make and are permanent. Perhaps another important consideration is that it eliminates a great deal of blackboard work, and long detailed explanations do not have to be written out on the chalkboard.

Instructions

Several instructions should be given concerning the use of the overhead projector:

1. Use only if it is the appropriate piece of equipment on hand to teach a process or concept. The question should be asked, "Is this a lesson or part of a lesson that can best be conveyed and most economically taught by audio-visual means rather than by another method?" Sometimes it is more desirable to put duplicated sheets in the hands of students rather than to show a moving picture or to use the overhead projector.

2. Construct transparencies carefully. It is better to spend sufficient time to make a few well-conceived, well-planned transparencies that really explain what one wants to get across than to have a file cabinet full of assorted, ill-planned, and poorly constructed aids.

3. Keep the transparency simple. It should not be cluttered by putting several sentences on it. Unnecessary information actually distracts the student and competes for his attention. Ideally, only a few words, along with a diagram or picture, should be placed on a single transparency. Informed people in this field regard seven words as maximum. Entire pages of material, lifted from books or written by the teacher, are of doubtful value when flashed on a screen for the entire class to read. An overlay (one transparency placed on top of another) can be used to tell a sequence or a story, or to present a process. A piece of masking tape provides a good hinge to hold several transparencies together.

4. Select lettering carefully. Some prefer using a typewriter with large type to prepare the original sheet, while others hand print the letters; or ready-made press-on letters may be purchased at an art supply store. Plan carefully to be sure that the lettering is large enough to be seen by all members of the class. For every thirty feet from the screen, the letters on the screen should be one inch high.

5. Use different colors to prepare the transparencies. Varied colors of felt point pens, ink, acetate sheets, as well as colored "Scotch" tape or chart tape, are available at most book stores. These make the presentation much more dramatic than when done in black and white.

USES OF THE OVERHEAD PROJECTOR
(Continued)

It should be remembered that it is best for an individual to make his own slides because it is unlawful under most conditions to reproduce certain copyrighted materials without getting permission from the owners.

The Process

The actual making of a transparency is far simpler than the planning of it. On a sheet of paper, usually of typewriter size, a diagram or picture is drawn and letters are attached. The original sheet is placed in direct contact with a piece of special chemically treated acetate film of the same size. This is fed into a thermal copying machine, and in 5 seconds the reproduction is ready for use.

Specific Uses

The following suggestions will help enrich instruction in social studies:

1. Use an overhead projector to aid in geographic teaching. Superimpose an outline map of one country over another to compare their size. For example, the United States and Australia are about the same size. An outline map of one's own state, drawn to scale, will be useful in comparing size, distance, and other features such as transportation routes, rivers, lakes, etc. An outline map of a state or continent on which a series of different colored overlays are placed, one at time, provides an excellent vehicle for teaching routes taken by different explorers and might replace several pages of text.

2. In history, make a series of overlays to teach the growth of the United States. On one sheet of acetate film, draw the original 13 colonies and color them red (or any color) and make the territorial acquisitions on overlays. On another sheet add the Louisiana Purchase, and on a third sheet add the Texas Annexation, etc., until all of the areas gained are shown. This one requires a great deal of work but will pay handsome dividends in the classroom.

3. Make a time line on transparency. This device, made from different colored, pressure-sensitive, transparent tape or painted with colored ink or felt point pens, is useful in helping students to comprehend ancient history. For example, it is possible to show at which periods in time two kingdoms or empires coexisted; or to illustrate the reign of different monarchs. A chart thus constructed can depict the lives and explorations of famous English, French, and Spanish expeditions and help young people better visualize the entire picture of how the New World was opened up to European settlers.

USES OF THE OVERHEAD PROJECTOR
(Continued)

4. Teach map reading. Elementary and junior high school students, as well as senior high school students, can profit from a review of map skills. It is possible to begin with a flat map. Add countries (using overlays) to show the grid system, North and South Poles, Prime Meridian, International Date Line, and other basic essentials related to map reading. Different map projections may be taught by the overhead projector. By changing transparencies, the advantage of one projection over the other can be easily pointed out. Many legends may be explained easily by adding an overlay, using the same color on the legend as on the map.

5. Copy old manuscripts and documents. Copies of old wills, charters, deeds, and other legal papers can be reproduced to illustrate and enliven lessons in social studies. The Bill of Rights and Amendments to the Constitution may be learned one at a time. One class drew simple illustrations and printed a few words to remind them of the meaning of each item of the Bill of Rights.

6. Draw diagrams of early inventions, such as the first airplane and the telegraph. These will be challenging to history students. A series of transparencies showing the organization of the local city or state government also may be made. How does a bill become a law in Congress? An entire class may work to produce a series of transparencies on this subject.

7. Teach notetaking, outlining, paragraph writing, and reporting in connection with social studies by means of the overhead projector. Every teacher knows that some students are apt to copy directly from an encyclopedia or reference book when assigned a topic on which to report. Using the overhead projector, prepare a series of overlays to teach, step by step, how one narrows a topic, decides on a specific purpose of his report, makes a tentative outline, gets information from different books, organizes, and finally writes or presents the information. The real value of the overhead projector will be to explain the process involved.

8. Use the overhead projector for a variety of other teaching activities. It is especially useful in identifying the design of the United States flag at different dates in history. Quotations of famous men and women can be placed on the transparency, and students may be asked to write the name of the person who made the statement. If the 50 states are being taught, an outline can be placed on a transparency and a number assigned to each state. Then students can write on paper the names of the states to correspond to the numbers on the transparency. Students may be tested to see whether they know the different countries of Europe, South America, and so forth, by their shape.[8]

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[8] William Crowder, Civic Leader, (Lafayette, Indiana: Purdue University, April 24, 1967).

CHECKLIST OF MATERIALS AND EQUIPMENT

Social studies teachers and administrators could use the following checklist in evaluating the materials and equipment available for instruction in their respective schools:

1. Are sources, types, and individual materials specifically identified in recommendations to teachers?

2. Is a sufficiency of each of the following types of material included:

    a. Basic reading materials
    b. Supplementary reading materials
    c. Other independent study materials
    d. Audio-visuals
    e. Community resources

3. Are the recommended materials appropriate to designated levels and inclusive of suitable materials varying in approach-difficulty at each grade level?

4. Does the curriculum provide for students' use of major types of instructional material at different grade levels?

5. Does the curriculum provide for students developing advanced skills in using materials at successively higher levels?

6. Does the curriculum provide for students developing skills in rejecting or discarding after examination the less valuable as well as in selecting for use the most appropriate materials?

7. Are arrangements or recommendations offered for a continuing flow, to and among teachers, of information about new and other potentially useful material, including:

    a. Contacts between teachers and librarian and supervisor or curriculum director?
    b. Formal and informal exchange among teachers of information concerning materials?
    c. Files and other collections of material contributed by and accessible to several teachers, perhaps cooperating with the librarian?
    d. Materials purchased by school funds and stored in a school or elsewhere in a school system?
    e. Up-to-date card or other information files identifying used and usable materials, community resources, and audio-visuals?

8. Are specific procedures and devices recommended to illustrate to teachers the development of effective and appropriate techniques and instruments for evaluation?

CHECKLIST OF MATERIALS AND EQUIPMENT
(Continued)

9. Are materials used so as to encourage and help students become skillful in appraising their own learning?

10. Do the materials provide for ascertaining both breadth and depth of students' learning about society?[9]

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[9] J. R. Lee and J. C. McLendon, Readings on Elementary Social Studies, Prologue to Change (Belmont, California: Allyn and Bacon, Inc., 1965).

INTERDISCIPLINARY APPROACH

It will be the responsibility of effective teachers within schools to introduce to students the major concepts of all the social science disciplines within the social studies. Each discipline will contribute a particular set of intellectual tools which may be used effectively when students desire to further investigate problems of modern living. In current classrooms, basic concepts from history, geography, economics, civics, sociology, and anthropology should be developed on each grade level. Pupils should strive for related information after they have exhausted the materials at hand. They will need much encouragement and many orientation experiences prior to discovering concepts for themselves. Provisions should be made for self-expression of their findings, and ways of applying and modifying their learnings to new situations.

Useful and contributing citizens develop values consistent with a purposeful democratic creed. Students must become participating members in our society. The "new social studies" curricula present controversial issues in the light of evidence. Some of the concepts are listed as major themes throughout the disciplines and at various grade levels. The task of organizing and presenting a rich and well-balanced social studies program is quite sophisticated. The interdisciplinary approach must include a skillful and subtle blending of all the social sciences.

Much planning for skill development, information gathering, and the fostering of desirable values and attitudes must take place at the appropriate time for students to derive lasting benefit. Suitable social studies textbooks present strong programs of continuity in which all aspects of the social sciences are emphasized.

Irrevocable change has occurred in the social sciences within the last few years and will continue to effect more change before classroom teaching techniques can be equated satisfactorily with innovations. Grade structure, placement of content, and the multi-text approach are contributing factors which will continue to alter the "new social studies" curricula.

Students must become involved in the learning process. Emphasis should be placed on active pupil involvement in the learning situation. Pupils need to be encouraged in applying learned concepts to new situations. The selection and placement of concepts should be determined by a logical structuring of the social science disciplines. Students should be encouraged to work more cooperatively and constructively with others.

Students need to participate actively in their political environment. Many opportunities must be provided so that students will have sufficient time for proper evaluation of debatable issues. Students need experiences of their own in order to develop the ability to arrive at conclusions through a rational decision-making process.

INTERDISCIPLINARY APPROACH OF THE SOCIAL SCIENCES

In

ANTHROPOLOGY CIVICS ECONOMICS GEOGRAPHY HISTORY SOCIOLOGY

Grades	
K-3	Introduction to Main Ideas Through Study of People and Groups
4-6	Development of Ideas in Disciplines Through Area Studies
7-9	Continuation of Area Studies in World History, United States History, and World Geography
10-12	Depth Study of Areas Previously Studied - American Government, United States History, and World History Elective Courses: American Problems and World Affairs, Anthropology, Economics, and Sociology[10]

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[10] Morton Alpren, Editor, The Subject Curriculum: Grades K-12 (Columbus, Ohio: Charles E. Merrill Books, Inc., 1967).

MAN IN HIS GEOGRAPHIC SETTING

Man has made his greatest impress upon the land surfaces. Land surfaces exhibit tremendous variations in landscape. This is a result of the differing natural features, coupled with the multitude of man-added cultural features which exist because of his presence. The numerous combinations and patterns of the natural and cultural features produce geographic variety around the world.

Natural Landscape Features

Natural features exist everywhere; however, they are not distributed equally, nor are they all found together in any given place. The following generalized outline lists the more important natural features. Some of these features occur everywhere; others are highly regionalized. All are observable, and their distribution can be mapped.

Some Major Earth Relations and Natural Features:

- Earth Relations
    - Rotation
    - Revolution
    - Inclination of earth on its axis
    - Sun angle (vertical and tangent rays and migrations at any given latitude)
    - Length of day and night and changes occurring during the year at any given latitude
    - Length of growing season at any given latitude

- Spatial Relations
    - Location: geomantical (latitude and longitude)
    - Location: geographical (in relation to other locations)
    - Form (or shape) of a continent, ocean, nation, state, region, among others
    - Size of a continent, ocean, nation, state, region, among others

- Physical Features
    - Land forms (surface configuration or terrain)
        - Plains
        - Hill Country
        - Plateaus
        - Mountains
    - Earth Materials and Resources
        - Underlying bedrock conditions
        - Surface materials - exposed bedrock of three great rock classes
        - Mineral deposits, fuels
        - Subsurface waters

MAN IN HIS GEOGRAPHIC SETTING
(Continued)

- Physical Features (Continued)
    - Water features
        - Oceans, seas, bays, gulfs, among others
        - Harbors
        - Continental lakes (fresh and salt)
        - Drainable features (rivers, swamps, marshes)

    - Climate
        - Temperature
        - Precipitation (rain, snow, hail)
        - Barometric pressure
        - Wind direction and velocity
        - Sunshine and cloudiness
        - Humidity (relative and absolute)
        - Climatic type - its locational setting in association with other climatic types of the world pattern

    - Soils (type, composition, properties)

    - Unstable Earth Conditions
        - Volcanic regions and vulcanism
        - Diastrophic regions and earthquakes

- Biological Features
    - Native Plant Life
        - Forest lands
        - Grasslands
        - Desert shrub lands

    - Native Animal Life

Cultural Landscape Features

Man has added the cultural features of the earth. Like the natural features, they are not evenly distributed over the earth. They also differ in detail and pattern from place to place. A few of the world's major cultural adaptations (activities) and associated features are listed below. They are observable, and their distribution can be mapped.

Some Major Cultural Adaptations and Associated Features:

- Population
    - Numbers, density, distribution
    - Manner of settlement
        - (dispersed, agglomerated, rural, urban)

MAN IN HIS GEOGRAPHIC SETTING
(Continued)

- Social Adaptations and Features
  - Homes and Buildings
    - Kinds of dwellings, types of house construction
    - Farm structures and layouts
  - Churches, schools, cemeteries, lodge halls
  - Construction materials used
- Economic Adaptations and Features
  - Agriculture
    - Types of farming (e.g., tobacco farming - drying sheds)
    - Crops planted, harvested
    - Fields, fences, boundary markers
    - Size and shape of farms, ranches, orchards
    - Terraces, contours
    - Irrigation and other practices
  - Extractive Industries
    - Quarrying and mining and associated forms
    - Forestry and associated forms
    - Fishing and associated forms
  - Commerical Industries
    - Marketing facilities
    - Wholesale establishments
    - Retail stores, office buildings
    - Port facilities
  - Manufactural Industries
    - Types of manufacture
    - Types of factories and layout
    - Storage yards
  - Recreational Industries and Features
    - Tourism and associated forms
    - Summer and winter sports and associated forms
    - Deep sea fishing
    - Big game hunting
    - Health practices
  - Transportation Features
    - Roads, streets, railroads, freight yards, airports
    - Canals, canalized rivers, locks
    - Pipe lines
    - Port terminals on ocean routes

MAN IN HIS GEOGRAPHIC SETTING
(Continued)

- Economic Adaptations and Features (Continued)
    - Power-production Features
        - Steam plants
        - Hydroelectric plants, dams
        - Atomic energy conversion installations

- Political Adaptations and Features
    - International activities and forms
    - National activities and forms
    - State, country, township, and municipal activities and forms

A STUDY OF IDAHO THROUGH INQUIRY

Introduction

To correlate informational concepts of history, geography, science, economic and social developments, children need to discover that people's mode of living is conditioned by natural environment. Man's basic needs and desires are satisfied by his own efforts within the social and economic structure that he creates. Children are guided into discovering that social and economic structures operate within a framework of sound laws and democratic government. The real history of an area emerges through social and economic developments. A basic objective is to inculcate in the students an awareness of the fact that sacrifice and human struggle make the present possible and provide direction for the future.

Present Day Facts

Since children live in the present, current knowledge is applicable and can be readily expanded to include wider concepts of the future growth of a community and its relationship to the state, nation, and world.

Students will be able to:

- Locate their native state in terms of regions of the United States
- Define the states that border their native State
- Distinguish regional features both within and without the State
- Determine the major population centers and find out why they exist
- Learn about the produce of their State and their State's contribution to the nation and the world

The Natural Environment

Soil conservation practices can be explored and expanded by research, extended readings, services of resource personnel, and the making of relief maps of the areas being studied.

Students will be able to:

- Develop concepts that relate to the landscape; define the topography of the area as to plains, mountains, plateaus, and desert lands
- Locate the State's lowest and highest points of elevation
- Find the water sources, systems of rivers, lakes, water power, irrigation and industry
- Describe the natural flora and fauna

- Learn about forests, lakeshores, shrubs, and grasslands
- Investigate uses of soil, vegetation, and water

Climate

The study of climate affords students an opportunity to discover the relationship of location and surroundings to climatic conditions and to the suitability of activities that may be pursued.

Students will be able to:

- Determine average temperatures
- Discover the range of seasonal temperatures--highs and lows
- Define the relation of temperature to agriculture, ways of living, and occupations
- Chart the range of rainfall and the annual average; discuss how it affects living conditions, agriculture, recreation, and occupations
- Include the overall concept of area weather as to wind, types of storms, sunshine, and mean temperatures
- Learn about the growing season, the length of day and night
- Realize that climatic conditions bring into focus the relationship of location and the activities appropriately suited to the area

Animal Life

Depth study of animal life is helpful to pupils in gaining factual concepts of the area's environmental factors. Much can be learned through observation that will show why animal and plant life adapt to particular environments.

Students will need to:

- Determine the animal life that is natural to the area. Initiate a study of how the animal life has been preserved or wantonly destroyed
- Define recreational activities that the fish and game support
- Learn about conservation of wild life and how to preserve it for the future
- Present facts about present conservation and ways that its practices can be developed

- Investigate recreational area activities and attempt to discover if animal life has had a part in its development

Natural Resources

Considerable emphasis should be placed upon the interrelationship between the present socio-economic conditions and the physiography of the area. Physical science, history and geography each contribute to desirable understanding of natural resources.

Students will need to:

- Define the mineral resources of the State

- Identify the forest resources and compare them with other states

- Realize how these resources have contributed to the State's development

- Note industries that have developed because of these resources

- Develop an understanding of the relationship of present socio-economic conditions with the physiography of the area

- Emphasize the place that geography, history, and physical science hold in furthering understanding of natural resources

Area People

Learning about community patterns of progress should provide a basic understanding of both early and current social and economic structures of the area being studied.

Students will need to:

- Define national backgrounds of people who currently live in the State

- Identify the original area inhabitants; encourage research on their descendants

- Discover why the first White settler and others came to particular areas

- Learn about attitudes and beliefs that were evidenced by the early community settlers

- Discover if later migrations replaced or modified these original cultural patterns

- Determine if population is increasing or decreasing proportionately to other areas of the State

- Discover if such change is affecting the people and communities and why
- Note if centralization of population has resulted and list reasons for it
- Identify the major cities and their products
- Study the present rural-urban balance and indicate the changes that have resulted

Occupations and Industries

Students are interested in how people make a living. It is necessary that all types of occupations be explored so that pupils may gain some knowledge of man's efforts to utilize and improve the land and its resources. They should realize that out of changes have come many services that make living more enjoyable. Since most activities of an area relate to either natural or created environments, students should become aware of man's ability to use wisely and improve (or use unwisely and destroy) the resources for present and future living.

Students will need to:

- Determine how people make a living
- Define the proportion of people who work at agriculture, mining, manufacturing, tourist trade, sales and services, products and professional activities
- List the principal industries and occupations of the area being studied
- Rank the manufacturing and agricultural products of the area and compare with other states

Communication, Transportation and Additional Aids to Living

A democratic society is aware of the importance of the dissemination of information through various avenues of communication. Students should develop concepts relating to transportation changes that show cause and effect differences in patterns of living.

Students will need to:

- Define the system of airports, roads, railroads, and others, that affect the transportation of both people and goods
- Learn about the transportation systems and how they have developed and gradually changed with community growth
- Discuss their effect on the past, present, and future development of the State

- Discuss how people communicate with each other, individually and in groups

- Investigate the reasons for faster and better communication facilities and their effect on social and economic development

- List a number of mass communication media

Developments: Economic and Social

A gradual development of interrelationship concepts of the social sciences should have resulted before social implications can be properly understood. Students should be guided into discovering the broad characteristics of their State as it is today. They need to become aware of its uniqueness, its position on national issues, its dominant influences and its identifying trends. Emphasize how these factors represent the physical conditions, the people, and the historical, sociological, and economic developments of the area.

Students will need to:

- Investigate how the State provides for public and private educational services

- Note the number of available facilities for higher education. List the universities and colleges (publicly supported and privately endowed)

- Learn how schools are maintained and improved on the local, district, state, and national levels

- Explore facilities relating to recreational, social, and cultural activities in communities

- Find out the advantages that are offered through the fine arts in a community

Background Information on the Area History

A basic concept to be understood is that the record of how people in an area use and change their environment constitutes history. The history of any section is altered by periods of rapid economic growth or decline, market changes, framework of communication and transportation, and the changes in functions of national government. Stress the fact that a state also is affected by what may occur in neighboring states, the nation, and the world.

Students will need to:

- Do research on individuals who were and are responsible for community enterprise

A STUDY OF IDAHO THROUGH INQUIRY
(Continued)

- List outstanding events in the chronological development of the area
- Find out how these events relate to national history
- Recognize the early and present-day citizens who have been responsible for area development
- Interview senior citizens for information gathering on the early settlement of the immediate community (tape these interviews for classroom use)
- Request the services of resource people for classroom lectures and assembly programs
- Develop original classroom tapes that might result from a unit of study
- Show slides, pictures, and films of the development of the State's industries, natural resources, and recreational facilities

Conclusion

To merge scientific, geographical and historical learnings into understandable concepts, students need broad backgrounds of related information. Pupils gradually will come to the realization that the mode of living of people is conditioned by natural environment.

When suitable use of related source materials is made, students should be able to associate facts in proper perspective, making accumulated knowledge an integral part of their understanding of the world in which they live. It is through pupil involvement that positive attitudes for responsible citizenship can be developed and practiced.

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ANTHROPOLOGY

ANTHROPOLOGY

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GRADES 1-12

Anthropology lends itself well to the other social sciences, though it basically is involved with the biological and physical sciences and the humanities. It fuses satisfactorily, however, with the scholarly disciplines, but most importantly, it is distinguished from other academic studies by anthropologists through the concept of "culture." The broad concept of the term "culture" includes the habits of life as they have been learned, practiced, and passed on from generation to generation by a group of people.

There are many distinct types and variations of culture, though many characteristics of culture are universal. A number of universal cultures might include religion, marriage, language, environmental adjustment, tools, and social control.

Social studies instruction should allow provision for the study of differences and similarities of several cultural systems. Depth studies of this type are most rewarding experiences for students who discover how different people responded to their particular environment and made their unique contribution to the record of mankind.

Understandings

Anthropology is the fascinating study of ancient and modern man. The struggle for survival began in ages past and that struggle continues to pose a threat to man's existence. Man has depended almost entirely upon learning for his survival. Students need to learn about man's tenacious ability to survive through the ages. They also need to know that they are contributing members of the human race, and because of their heritage share common aspirations, responses, and obligations within that society.

Cultural progress and contributions are not necessarily unique to any given group or period of time. In the study of anthropology, the methods for investigation are similar to those that are used in the social sciences. However, some provision should be made for special tools of technique for certain areas of pre-history, archaeology, and aspects of physical anthropology.

Following are major concepts that require emphasis and additional background for student understandings:

- Man as a member of the hominids
- Early man as à hunter and gatherer
- Manufacture of fire about 25,000 years ago
- Control of fire by man in Europe and Asia about 500,000 years ago

- Early development of tool making
- All tools are simple or complex combinations of three basic tools:
  Basher, hammering, and pounding implements
  Binders, implements to wrap, tie, or cover
  Levers, wedges, cams, wheels, and pulleys
- Religious beliefs of earliest man
- Story that fossil remains tell
- Dependence of offspring upon the family and the strength of the male
- Crude and simple agricultural methods (chiefly the concern of early woman)
- Man's environmental background
- Medicine men and their practices from ancient to modern times
- Basic capacities of Homo sapiens for reaching different cultural and intellectual levels
- Origin of language, writing, scientific medicine, clothing, natural resources, social controls, tribal patterns, communities, cities
- Technological achievements
- Perishable nature of culture: Requires transmission of knowledge from one generation to another - loss of some elements

Inquiry Skills

Since the process of education is lifelong, it becomes the responsibility of all agencies to perpetuate knowledge. The obligation of teachers is paramount in promoting a desirable learning climate so that students will want to join in the search for continual knowledge. Ultimately, the nature of inquiry prescribes that the achievements of man are to be studied in the light of what has happened in the past and how that past affects the unfinished record of man's present and future-changing global society.

The way that challenge is met in the classroom today will determine, in part, the ability of man to continue to relate the past with the present and future.

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Societal responses grow out of man's life and out of the society in which he lives. The following skills are essential to problem solving through:

- Examining the similarities and differences of people
- Readings and observations
- Researching records of man's achievement through reliable documented materials
- Developing the ability in oral and written communication skills
- Learning the specialized vocabulary for the study of anthropology
- Becoming alert to the authenticity of man's documented history
- Interpreting news media in terms of validity through critical thinking
- Becoming adept in the use of the tools of inquiry
- Using the specific steps of A Mode of Inquiry for procedures of investigation

Attitudes and Values

Anthropologists generally agree that human beings throughout the world have been dependent upon their collective knowledge for survival. In the world of today, however, each individual remains a unique composite of all human beings. Yet, all of mankind shares the potential to learn any part of a civilization with which he may be confronted. The habits of collective life as lived then become the culture of that group. All groups utilize the resources of their environment appropriate to the habits established within the group.

Students should realize that no two individuals are alike, or ever will be. This applies to those who are living now, who have lived, or who ever will live. No person ever shares identical genetic endowments with others, for each one represents just one person and each eventually will contribute his share to all mankind. Thus, the record of mankind is perpetuated with dignity and worth through the ages.

To develop suitable and appropriate understandings in attitudes and values, some of the following concepts are not only important but necessary. It is, therefore, suggested that the topics listed be extended by classroom investigation for gaining:

- Appreciation of the tremendous task that anthropologists do
- Better knowledge of the relationship of anthropology to other social sciences
- Responsibility for developing values and attitudes for anthropology study
- Understanding of basic human behavioral responses
- Insight into the role of family, kin, and differing ethnic groups
- Positive attitudes for the dignity and worth of man
- Reasonable interest and curiosity about the subject of anthropology
- Objective information about man and the society in which he lives

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ANTHROPOLOGY CONCEPTS

PRIMARY	Primary pupils should learn that: The family is a vital part of each individual's life. Food, shelter, and clothing are very necessary to the needs of man. Family structure has varied throughout the history of mankind. Family life is dependent upon the society in which it exists. All languages have certain basic common elements. Agriculture fostered settlement in approximately the last 5% of man's existence (or 95% of man's existence was as a hunter/gatherer). The building of roads, cities, dams, and farms changed the environment. Authority and behavior in the family group vary from society to society. Early man was dependent upon natural resources and his technology for his survival.
INTERMEDIATE	Intermediate students should realize that: Complex skills in architecture indicate a well-developed civilization (specialization). Man uses his ingenuity to change his environment. All human beings, regardless of race, are more alike than they are different. Man's ability to use the resources of an area depends upon his degree of cultural development. Modern technology permits mankind to use many resources not available to early man.

ANTHROPOLOGY CONCEPTS
(Continued)

INTERMEDIATE (Continued)	Continued:
	Skills people develop help to explain why they live as they do.
	Everyone has a need for dignity and freedom.
	Industrialization may bring about changes in ideas and beliefs.
	All major nations of the world have a pluralistic population.
	Ideas play an important part in any great human undertaking.
	The presence of specialized skills in a society indicates a higher level of civilization.
	Religious rites and beliefs are a part of man's culture.
	Cultural changes occur when ideas and practices are borrowed from other cultures.
	Culture is transmitted from generation to generation.
SECONDARY	Secondary students should realize that:
	Education is highly esteemed in an advanced civilization.
	Valued ideas are retained and applied again and again.
	Races of mankind are geographical groups with differing physical characteristics; and they interrelate environmentally and socially.
	Man's cultural habits indicate the way different groups get food, clothing, and shelter, and reflect religious beliefs and family patterns.

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ANTHROPOLOGY CONCEPTS
(Continued)

SECONDARY
(Continued)

Related Area: Elective Course

Anthropology is the study of man. It includes human social science; cultural, psychological, and physical characteristics; linguistics; and biological science. The general areas of human evolution and cultural history combine work patterns from a large number of different branches of science and humanities. Anthropologists have attempted to maintain a broad approach to their work through cross-cultural studies.

Some ways to help students arrive at different levels of objectivity in the study of anthropology are through:

- Awareness that opportunities for anthropological learnings exist in all communities
- Study and collection of published legends, stories, descriptions, reports, and diaries
- Development of the feeling for the complexity of the study of man
- Playing of simulated anthropology games for class interest and learning
- Visits to some systematic archaeological research field work
- Appreciation of artifacts from primitive man's environment
- Study of people who live and have lived in other parts of the globe
- Study of mores of past cultures
- Case studies of American Indian tribes - Hopi, Apache, Pueblo, and Australian aboriginals
- Realization that change is an inevitability of life
- Arrangement for personal interviews with students' grandparents or older citizens in a community
- Use of books, films, photographs, recordings, and actual observation
- Regard for the tremendous amount of work facing anthropologists

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CIVICS & GOVERNMENT

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CIVICS

GRADES 1-12

Basically, citizenship is the means of denoting the legal status of an individual and hence signifies his membership in a political society. It implies the reciprocal obligations of the individual's allegiance to and protection by the government. Americans have been affected in the past half century by the steady rise of this nation to a position of world leadership. The need for the individual to assume greater responsibility in political citizenship is an acknowledged fact. Definitions of today's effective citizen often include those qualities considered to be desirable in the personal relationships of daily living. There is also the recognition of the importance of positive action if a democratic citizen is to be effective.

Both the needs and conditions which enable citizens to function effectively in a democracy are derived from characteristics of the American way of life.

The implications of responsible citizenship are enormous. In part, this is due to rapid growth in population, advances in science and technology, and the striving for security, status and "the good life." Other contributing factors are increased leisure, international interdependence, complexity of urbanization, expansion of industry and commerce, and the expansion of bureaucratic government.

Academicians are becoming more cognizant of the fact that civics, alone, cannot assume the full responsibility for total citizenship education. Other disciplines within the school curriculum must contribute equally to the challenge of developing discriminating and intelligent citizens. The home, school, and community must share this imperative responsibility of developing in youth the desire to participate actively in finding solutions to problems of their society.

Students must become aware of and involved in local, state, and national affairs in the early grades. The major concern in civics education is to instill children with positive feelings for and an understanding of the many facets of government. Ideally, a sense of personal commitment will emerge from their involvement. The learning of factual information does not in itself guarantee good citizenship. Today's youth need to observe adults who set good examples in their conduct and display good practices of continuing citizenship.

Understandings

The desired goal of the civics program in Idaho public schools is to teach students the importance of and the participation in the duties and responsibilities of good citizenship. Emphasis should be given to skills that are necessary for a student to become an intelligent and participating citizen.

CIVICS - GRADES 1-12
(Continued)

As the classroom teacher prepares statements of pupil objectives in the civics course, the following areas should be stressed:

- Form of representative government
- Structure of national, state, and local government
- Political, social, and economic problems confronting United States citizens
- Problem solving within the framework of government
- Dangers of world domination by totalitarian forms of government
- Role of the United States in solving contemporary world problems[11]

Inquiry Skills

The following skills are essential to critical thinking and problem solving. They are the skills that are common to the objectives of general education. The local school district defines the basic skills which ought to be developed in a civics course. However, attention should be given to the following:

- Competence in critical thinking - recognition, analysis, and a definition of a problem; the gathering, organizing, and interpreting of data; and finally, the making of generalizations on the basis of conclusions
- Ability to use a wide variety of sources; i.e., books, charts, graphs, statistical tables, newspapers, and magazines; radio and television broadcasts; maps and globes; motion pictures, film strips, recordings, and slides
- Facility in both written and oral communication for meeting the established standards for the grade level; acquisition and use of the specialized vocabulary of civics and government
- Ability to utilize community resources: libraries, museums, and government agencies; community leaders; and civic club resource aids for the understanding of government at all levels
- Ability to recognize propaganda techniques, employment of false and misleading ideas of government, and the basic foundations of free enterprise

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[11] Richard E. Gross, Civics in Action (San Francisco: Field Educational Publications, Inc., formerly Harr Wagner Publishing Co., 1966), p. 7.

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Attitudes and Values

The study of civics will help pupils to develop attitudes and appreciations consistent with good citizenship. These attitudes and values may be derived from the following:

- Appreciation of the heritage of a free and democratic government
- Feeling of responsibility for active and intelligent civic participation in local, state, and national affairs
- Desire to become better acquainted with the concepts of democracy
- Faith in one's ability to solve problems within the framework of government
- Concern about lack of civic pride and responsibility
- Desire to become acquainted with one's community through practical group and individual political action
- Interest in contemporary political issues and problems
- Desire of students to become first-class citizens
- Desire of students to confront controversial issues such as the energy crisis and other environmental problems

CIVICS CONCEPTS

PRIMARY

Primary pupils will learn that:

Their nation is divided into states.

A nation must have laws for the safety and protection of its people.

The people of our nation govern by electing men and women to make laws.

The President is chosen or elected by the people and makes plans and recommendations for the nation, and lives in Washington, D. C., the National Capital.

The Flag is this nation's patriotic symbol and has deep meaning for all citizens.

The salute to the Flag is a promise of allegiance to our nation.

Regardless of color or creed, all people of our nation are Americans and should be treated equally.

INTERMEDIATE

Intermediate students will learn that:

Each society develops its own government.

Government is an important influence on people's lives.

To understand one's government, one should know about its origins.

Political leaders are chosen in a variety of ways, such as election or appointment.

The "government" is usually the central part of any political system.

It is necessary to have a stable government which preserves the maximum of freedom for the individual.

Changes in government may be effected by active people working cooperatively through established committees or groups.

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CIVICS CONCEPTS
(Continued)

INTERMEDIATE (Continued)	Continued: The struggle between those governing and those being governed causes conflict within societies. A democratic form of government is the most difficult to design and carry out its many functions. Citizens have varying degrees of obligation. Many different kinds of government have evolved. Decisions by government can greatly influence the way people earn a living. Government can either accelerate or impede social and economic progress. Nations usually can achieve more by working together than by working alone.
SECONDARY	Secondary students will recognize that: The kind of government people have determines how much freedom they have. Government influences the ways in which people live, work and think. The desire of people for independence and self-government is a strong force in bringing about change. To be fully effective, a law must be culturally acceptable to the community and capable of enforcement by the government It is necessary to maintain a stable government which preserves maximum freedom for the individual. Students should understand the duties and responsibilities of citizens who pay taxes, vote and accept civic responsibility. Students should understand the importance of representative government at the local, state and national level.

CIVICS CONCEPTS
(Continued)

SECONDARY
(Continued)

American Government

American Government - its framework, function and general plan; and organization of the Constitution are presented in grade twelve. Other concepts to be studied are:

- Major political parties and their role
- Functions of local and state governments in relation to the Federal Government
- Government in communications, transportation, business, labor, defense, and education
- Election procedures to include a knowledge of the duties and rights of citizens
- Rise of totalitarianism - the threat to peace, security and living standards on a world-wide basis
- Budget establishment at local levels of government - the division of the tax dollar for federal, state, and local government

American Problems and World Affairs

American Problems is a course for seniors and deals with current economic, social, and political aspects of the democratic way of life. Areas for investigation are:

- The Bill of Rights
- Role of the consumer
- Government and economy
- Moral and spiritual values in government
- Movement of people and population growth
- Choosing of a vocation
- Business enterprises in the United States
- Obtaining and maintaining high standards of living

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CIVICS CONCEPTS
(Continued)

SECONDARY
(Continued)

American Problems and World Affairs (Continued)

- Freedom of conscience and expression
- United States policies and programs in foreign affairs
- Banking, money, and credit
- Labor, better working conditions, and social security
- Equal opportunity for all citizens
- Framework of the United States Government
- Living under a democracy and comparing it with a totalitarian system

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ECONOMICS

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ECONOMICS

GRADES 1-12

The field of economics is broad and complex, and modern man is faced with many economic problems which he must be prepared to answer for himself. Since future citizens need to acquire factual information about the economic world, the chief obligation of the schools is to help the student to develop his capacity to think clearly, objectively, and with a reasonable degree of understanding about economic problems.

Economics is the social science that deals with problems related to the business of making a living. It is the outgrowth of changes in the methods of producing goods and services and of the longing of individuals for personal freedom. To some extent, each individual must act as his own economist, both in private life and as a citizen in the public sector. The more informed he becomes about economic questions, the better his community, nation, and world economic system will function. Learning about the production, distribution, exchange, and consumption of goods and services which people need and want involves economics.

Where appropriate, teachers should correlate economic understanding with other subject areas at the elementary level. Units of study may be developed around basic concepts which do not limit pupils' experiences at any grade level. The problem-solving approach is recommended with concepts increasing in scope and complexity according to the learning capabilities of students.

Understandings

In a modern industrialized society, peoples' wants and needs are very great. Economic education concerns itself with helping pupils achieve an understanding of some of the basic relationships between the economic system and the way of life, thereby enabling them to make informed decisions on economic matters as citizens.

This is the age of economic man. Close attention must be paid to the economics of private life, and much of the public discussion of a democracy must revolve around economic decisions.[12]

The attempt to satisfy the wants of a population of approximately 200 million persons in the United States becomes a tremendous undertaking. The high standard of living in the United States is related to the ability to maintain high production consistent with consumer needs and buying power. To provide some assurance for making a living in the modern world, students should investigate the following topics:

- Production of goods and services

- Exchange of what is produced

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[12] John Jarolimek, Social Studies in Elementary Education (New York: The Macmillan Company, 1967).

- Distribution of income to individuals and families
- Consumption of goods and services
- Utilization of natural resources of land, labor, and capital resources
- Definition of the vocabulary of economics
- Production processes of resources, capital, and labor
- Distribution of goods, resources, and products
- Growth of industrial society and its specialization
- Consumption concepts in advertisement and competition of private and governmental agencies
- Basic economic understandings and the individual's ability to reason abstractly
- Acquisition of skills of economic understandings such as vocabulary, interpretation of statistics, facility in the use of tools of analysis, and establishment of a sense of the historical evolution of human events

Inquiry Skills

Competence in critical thinking involves the recognition, analysis, and interpretation of data; the drawing of conclusions on the basis of the available data; and finally, the making of generalizations on the basis of the conclusions.[13]

To acquire sequential learnings in the study of economics, students need opportunities to secure specific skills for interpreting statistics and the ability to analyze and evaluate data.

The following competencies should be introduced for skill acquisition:

- Facility in both written and oral communication
- Ability in the use of the vocabulary of economics
- Evaluation of reliable economic information

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[13] Ibid., p. 29.

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ECONOMICS - GRADES 1-12
(Continued)

- Knowledge of chart, graph, and statistical interpretations
- Recognition, analysis, and definition of a problem
- Gathering, organization, and interpretation of data
- Determination of conclusions after examination of available data
- Generalizations and conclusions after exploring a variety of references
- Economic standards for instruction at elementary and secondary levels
- Skill development in evaluation of reliable data of economic information

Attitudes and Values

Economics is the social science that encompasses problems related to the processes of providing a living. Since the consumer is presented with a wide variety of alternatives, it is his responsibility to select the goods and services that are suitable for his wants and needs. Topics listed are indicative of basic issues for student investigation:

- Appreciation for the system of "free enterprise"
- Ability of the consumer to budget wisely his plan of operation
- Responsibility of individuals toward societal activities
- Development of an appreciation for economics as a dynamic and changing social science
- Rational analysis of problems through scientific methods
- Identification of goals through alternative action
- Emphasis on the importance of business enterprise in American economy
- Application of analytic tools for problem solving
- Opportunity to discuss the contemporary American economic system
- Establishment of basic economic goals of American society
- Analysis of inflation and depression (economic stability)

- Protection of United States citizens from economic catastrophies; i.e., unemployment and the loss of income, savings, and investments through bank failures (economic security)

- Preservation of individual freedoms

- Exploration of The Employment Act of 1946, anti-trust laws, tariff reductions, social security, farm price supports, federal deposit insurance, public utility regulations, taxes for poverty programs, collective bargaining between labor and business

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ECONOMIC CONCEPTS

PRIMARY

Primary pupils will realize that:

Simple tools made the work of planting more efficient.

Increased efficiency in producing food enabled people to take up other occupations which led to the growth of trade.

Use of machines has increased specialization in crop raising.

Specialization on farms has increased productivity and interdependence.

Different forms of transportation are used to get the produce to markets quickly.

Farms can produce more food with improved technology.

Clothing varies according to climate, seasonal changes, temperature variations and economic resources.

Nylon, rayon, and other fabrics are produced with man-made chemicals.

Use of machines made the manufacture of clothing faster and more efficient.

Scarcity of resources forces people to make choi[illegible] to their use.

A nation must have rules for preservation of its natural resources.

Different types of work require different skills and abilities.

People can buy things for their family needs with money.

All workers depend on each other for goods and services.

INTERMEDIATE

Intermediate students will realize that:

Economics is the study of human activities concerned with the creation of goods and services to satisfy human wants.

There is a demand for a product when consumers want to buy it and have the money to purchase it.

ECONOMIC CONCEPTS
(Continued)

INTERMEDIATE (Continued)	Continued: There is a supply of a product when producers make various quantities of it available at different prices. Business activity depends upon supply and demand. Mechanization increases production and raises the standard of living. Technological change can cause some industries to decline and others to expand. Modern technology has increased the diversity of uses for natural resources. Industrialization brings about urban development. Cities depend on rural areas for food and other resources. Specialization of labor and the interdependence of people are important features of city life. Countries can specialize in certain products and then engage in trade with other countries. International trade tends to improve the quality of life of the citizens within the participating countries. The value people place on the natural resources of their region may change from one period to another. In a private enterprise economic system the freedom of the individual is most important. People are free to own property, engage in business for profit, choose their work, and decide how to spend their income.
SECONDARY	Economics may be presented suitably as an elective course in grades 10, 11, or 12. It is designed to provide an understanding of the individual's business needs and to acquaint him with his economic and community responsibilities. Economics is the study of production, distribution, exchange, and consumption of goods and services which people need and want. It involves the way goods and services are produced, distributed, and consumed. All societies must decide what goods will be produced, how goods will be produced, and for whom goods will be produced.

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SECONDARY
(Continued)

Continued:

Topics for investigation might include:

- Definition of economic terms, such as GNP, consumption, savings, investment, and capital
- Distribution of individual and family income
- Consumption of goods and utilization of services
- Utilization of resources - land, labor, and capital
- The role of labor
    - Historical aspects - growth, intervention
    - Economic impact - pros, cons
- The role of government
    - Provide social goods and services
    - Stabilization
    - Encourage growth and development
    - Regulation
- The economic problems of unemployment, energy crisis, and inflation
- The market system - determination of prices and outputs under conditions of:
    - Pure competition
    - Monopolistic competition
    - Oligopoly
    - Monopoly
- Economic growth in the United States - the business cycle, its expansion and contraction
- The United States monetary system
    - Money supply
    - Functions of money
    - Federal Reserve System
    - Commercial banking system
- The United States economy and the world market, balance of payments, problems and cures

ECONOMIC CONCEPTS
(Continued)

SECONDARY
(Continued)

Continued:

- Problems of production
    - The law of diminishing returns
    - Mechanization and employment of labor
- Contemporary economic problems
    - Poverty and crime
    - Health and education
    - Housing and transportation
    - Agriculture and environmental factors
- Family and community needs for food, shelter, clothing, transportation, and communication
- All countries must answer basic questions concerning production and distribution
    - What should be produced?
    - How should goods be produced?
    - How should goods be distributed?
- Countries having different philosophies will use different methods in answering the basic economic questions. Three such philosophies are Capitalism, Socialism, and Communism.
- Trade advances interdependence.
- Some natural resources are utilized only because of modern technology.
- Conflict between groups can affect supply and demand.
- Specialization increases production.
- Societies in different places and times may have different standards of wealth.
- Ways of earning a living vary throughout the United States, as well as in other nations.

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GEOGRAPHY

GEOGRAPHY

GRADES 1-12

Geography is the study of spatial relations and spatial processes on the earth, local to world wide. The discipline includes both empirical and theoretical approaches to an understanding of the spatial relations and processes of physical, biotic, and cultural phenomena considered separately or in varying combinations. It also includes spatial relations and processes in the abstract.[14]

As a result of all these processes, the face of the earth is marked off into distinctive areas.

In the discovery method, students organize facts and data in ways similar to those used by geographers. Emphasis is shifting from the mere accumulation of facts to learnings that are significant in the thinking process of geographers.

Understandings

A student studies geography to learn about the dynamic earth and its physical, political, and economic regions. Similarities and differences are related to spatial factors of distance and accessibility.

Understanding of this process is achieved when the student begins to discover for himself the similarities and differences in his physical and cultural environment. Special interest problems involve limitations of resources, population movements, and urbanization.

Concepts to be stressed are:

- Understanding the reasons for the major world distribution patterns (physical and cultural) and the subsequent movement of people, goods, and ideas
- Considering ways to interpret man-land relationships within a region and the many ways of determining regions
- Understanding the scope of geography as a discipline and how it can aid in solving urban, regional, and international problems
- Developing the ability to solve some geographic problems
- Finding reliable sources of geographic information and learning how to interpret them
- Understanding the worldwide interdependence of people, nations, and economies
- Knowing how geography integrates a large number of other fields through its unique role of combining the natural and social sciences

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[14] National Council of Geography Education, Handbook for Geography Teachers (Normal, Illinois: Illinois State University, 1966).

GEOGRAPHY - GRADES 1-12
(Continued)

Inquiry Skills

Students should be granted opportunities to explore the unknown world. They should learn the value of formulating plausible hypotheses concerning the interaction between physical and cultural phenomena, and the interaction between man and land. This is the "core of geography."

Emphasis is placed upon:

- Developing competence in critical thinking; recognition, analysis, and definition of a problem; the gathering, organizing, and interpreting of data; the drawing of conclusions on the basis of available information; and the making of generalizations on the basis of the conclusions
- Acquiring the skill of reading and researching; map and globe interpreting; and using other specialized media for geographical analysis
- Developing facility in both written and oral communication; meeting established standards for the grade level; acquiring and using the specialized vocabulary of geography
- Learning the skill of locating and evaluating reliable sources of geographic information

Attitudes and Values

Geography seeks to interpret the significance of likenesses and differences between places in terms of causes and consequences. The aim of school geography is not to make geographers out of students, but to assist them in identifying concepts such as:

- Understanding why one area of the surface of the earth differs from another
- Helping students solve social, political, and economic problems
- Realizing that geography is the forefront of knowledge
- Explaining that man's existence is dependent on his adjustment to environmental factors
- Discovering some environmental limitations of nature and ways and costs in overcoming them
- Observing that industrial-commercial man and societies have many choices and opportunities

GEOGRAPHY CONCEPTS

PRIMARY

Primary pupils will learn that:

- A globe is a model of the earth.
- The earth is extremely large compared to Idaho and the United States of America, but smaller than some planets.
- The directions North, South, East and West help us to identify a position, find a route, or to relate to other people or places.
- Farmers today, like those of long ago, use certain natural resources.
- People adapt their food, clothing, and shelter to environmental needs and to the materials available.
- Places where people live differ in landscape, climate, and many other respects.
- Most nations provide recreation areas of various kinds.
- Geographic factors are important in the development of a country.

INTERMEDIATE

Intermediate students will realize that.

- Globes and maps give a visual image of the earth and show spatial relationships.
- Natural environment affects the way man lives.
- Life is influenced by the position and movement of the earth in the solar system.
- Natural environment is always changing.
- Early civilizations evolved near rivers and other bodies of water.
- Failure to take care of the land and the forests brings serious problems.
- Earth changes man and man effects change on the earth's surface.
- There are spatial relationships in the classroom relating to where students sit.

GEOGRAPHY CONCEPTS
(Continued)

INTERMEDIATE
(Continued)

Continued:

- Spatial relationships build a sense of neighborhood, community, and even state loyalties.
- Location can contribute to the growth of an area.
- Rainfall and length of growing season can influence the way people live and work.
- Varying altitudes provide a great variety in climate.
- The earth has a wealth of natural resources which contribute to man's welfare.
- Changes in ways of using the land may be necessary to achieve a more effective conservation of natural resources.
- Men adjust to the natural environment in which they live.
- Water is one of the world's most valuable resources.
- Geographic isolation slows the rate of change in a society.
- Efficient transportation is necessary to open up underdeveloped areas.
- Factors in determining the location of a manufacturing plant include: nearness to sources of raw materials, transportation facilities, and proximity to market.

SECONDARY

Secondary students will realize that:

- Isolation slows the rate of change of a culture.
- It is important to conserve natural resources.
- The location of a city can determine its importance and future role.
- Climate and culture influence which crops are grown and the way people live, dress, and relate to each other.
- Some people cling to the old ways because these are better adapted to the natural environment and because culture changes slowly.

GEOGRAPHY CONCEPTS
(Continued)

SECONDARY
(Continued)

Continued:

- The major physical features of the earth are the globe, hemisphere, continents, islands, seas, oceans, lakes, and rivers.
- Some tools of geography include map projections, latitude and longitude graphs.
- Natural regions of the earth and their distribution are important.
- The study is of man in his environment from primitive cultures to societies which have achieved advanced technology and high standards of living.
- The study of World Geography is based on the physical and cultural aspects of the world and stresses the economic factors which are influenced by the environment of the various regions of the world.
- Geographic topics for study include:
  - Considering world events and the ever-changing world map
  - Gathering information about the major land and water areas
  - Acquiring skill in interpreting geographical data
  - Extending knowledge of geographic terms and place location in domestic and foreign affairs
  - Relating latitude, longitude, population, topography, and elevation
  - Understanding the political divisions of the world
  - Understanding the interdependence of nations and the need for world cooperation
  - Developing an appreciation of occupations, customs, and contributions of other nations
  - Realizing the importance of such extractive industries as agriculture, animal industries, fishing, forestry, and mining in the nation and the world

GEOGRAPHY CONCEPTS
(Continued)

SECONDARY
(Continued)

Geographic topics include: (Continued)

- Secondary (manufacturing) activities are concentrated and generally evolve from food processing and textiles to heavier industries and finally to highly technical ones.
- Highway, rail, and airline networks influence economic activities, both domestically and internationally.
- Trade between nations increases interdependence but there are numerous barriers to trade.

MAP AND GLOBE SKILLS

LEVEL	SHAPE & SIZE OF THE EARTH	DIRECTION	DISTANCE & SCALE
PRIMARY	.Shape of the earth .Globe - a model of the earth	.North - South East - West .Direction in the room up and down	.Familiar distance .Small globe representing the large earth .Maps as a ground plan .Long distances on earth appearing short on maps and globes
INTERMEDIATE	.Nature of a sphere .Association of size and time for circling the globe .Comparison of maps to the globe .Satellite orbits .Circle measurement in degrees .Measurement of great circles .Comparison of areas and distances	.Relation to Poles and Equator .Use of parallels and meridians as direction lines .Location of North Star and Sun at noon .Direction on the globe or any map projection .Use of the compass .Orientation of map or globe	.Distances to familiar places as shown on maps .Using scale of maps and globes .Meaning of scale .Use of linear scale .Comparison of different scales .Relating miles to kilometers and inches to centimeters

MAP AND GLOBE SKILLS

PRIMARY

SYMBOLS	EARTH & SUN RELATIONSHIPS	LOCATION	GENERALIZATIONS
.Observation of landscape features that will be symbolized later .Symbols for land, water, mountains, and cities on globes and maps as needed .Symbols on student maps	.Sun's apparent motion during the day .Change in length of day and night .Change in seasons .Length of a day	.Landmarks of the locality .Child's address .Recognition of North American continent .Recognition of the United States .Places visited	.Maps and globes designed for primary students should be used to help children discover these concepts
INTERMEDIATE			
.Relation of photographs to map symbols .Recognition of natural features: continents, oceans, mountains, rivers, lakes, and coastlines .Recognition of man-made features: cities, boundaries, etc. .Relief indicated by shading .Relief as indicated by merged colors .Special purpose maps for climate, population, vegetation, agriculture, and transportation .Use of legend describing cities, states, countries, rivers	.Axis of earth and meaning of rotation .Time of rotation .Cause of day and night .Noon position of sun .Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle .Rotation and time .Revolution and parallelism of the axis	.Selected regions and associated places .Routes from one region to another .Continents, countries studied, and oceans .Introduction of the atlas .Ideas of map making	.The habit of referring to globes should be established at this level .Students should try to visualize actual places on the earth and how people lived

MAP AND GLOBE SKILLS

LEVEL	SHAPE & SIZE OF THE EARTH	DIRECTION	DISTANCE & SCALE
SECONDARY	.Convert degrees of latitude and longitude to miles	.Read directions on maps of any projection	.How scales are expressed
	.Prove the earth's sphericity	.Change in direction along great circle routes	.Use of graduated scales (polar and air age maps)
	.Land survey as related to shape	.Plot great circle routes on cylindrical projections	.Relation of scale to selection of data to be mapped
	.Map projections		
	.Use of relief maps		
	.Global studies for correct ideas of areas	.True direction from study of the globe	.Correlation of maps of different scales
	.Map projections (various devices for representing the curved surface on a plane)	.Read direction by use of parallels and meridians on any projection	.Drawing to scale
	.Measurement of great circles	.Direction in space and direction on earth	

MAP AND GLOBE SKILLS

SECONDARY

SYMBOLS	EARTH & SUN RELATIONSHIPS	LOCATION	GENERALIZATIONS
.Relief shown by contours on topographic maps .Layer tints to show elevation and slope .International color scheme .Importance of the legend in color interpretation	.Use of international date line and ecliptic .Time around the world .Length of days .Time and place of sunrise and sunset .Apparent paths of the sun at different latitudes	.Continued use of latitude and longitude .Description and significance of relative location .Continue atlas use for research	.Learning how to interpret information and continuing use of the atlas and other tools of the geographer for research
.Importance of key or legend in map reading .Analysis of historical maps .Conventional symbols on government maps .Use of color on physical maps	.Review of rotation, revolution, and parallelism and the effects .Definition and illustrations of orbits .Effects of rotation of earth on apparent change in orbits of satellites	.World patterns of land forms, climate, natural vegetation, transportation, etc. .Location of political divisions .Strategic locations in the past and present .Continued use of atlas and other tools for independent research[15]	.At this level the globe is used as a piece of scientific laboratory equipment as well as a spherical map of the world .The emphasis is on using all available tools for independent problem solving

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[15] Ruby M. Harris, The Rand McNally Handbook of Map and Globe Usage (Chicago, Illinois: Rand McNally & Company, 1966).

HISTORY

H. WILTERDING

HISTORY

GRADES 1-12

History often is defined as a record of man's activities. That record is the thread that links the past history of mankind to the present. Another definition implies that history is a way of reading and writing about events of the past. Historians continually are searching for more authenticity of mankind's significant and cumulative patterns of existence. Evidence historians record today may be obsolete tomorrow. A persistent problem for learned historians is the attempt to explain the reasons why and how civilizations began.

History is a means of (1) explaining the past, (2) understanding the present, and (3) predicting the future. In an ever-changing world, history provides continuity in time.

The purpose of history is to instill in students an avid curiosity for the disciplines of history and the desire to pursue unanswered questions with the historian's zeal, and to encourage the use of the tools of inquiry through every available source.

In the study of history, students should be encouraged to examine historical evidence, use the techniques of critical thinking, appraise conflicting opinions, and develop the ability to arrive at valid and purposeful decisions.

History further indicates the inevitability of change and that civilizations have developed according to the way in which challenges were met.

Understandings

Historians are concerned with the study of specific civilization developments and the reasons for them. Students need encouragement in maintaining an optimistic view of their constantly changing society. Through reflective study, a greater appreciation of man's cultures and the diversities of values and objectives is observed. Through the examination of history, students become more aware of the capabilities of man and his ability for problem solving and establishing a better way of life. Students may investigate some of the following topics for gaining understandings:

- Human experiences relative to past situations
- Historical records of peoples and group cultures
- The historian's interpretations through available evidences
- Analogies between past and present social changes
- Customs and traditions of one generation to another
- Historical accuracy in interpreting information
- Concept that all change is not progress

Inquiry Skills

A major goal of all historians is to use the tools of inquiry effectively and objectively. The way the historian interprets the past is dependent largely upon his method of organizing ideas. Students should be guided into the study of a series of carefully selected historical documents through appropriate questions. Such questions will help students make interpretive statements about specific events. The most lasting and fruitful experience for the student is to develop the ability to examine conclusions of scholars after he has evaluated his own evidence. In this way students learn through historical evidence how to make hypotheses and generalizations by the use of more valid research. The learner must have more opportunity to develop critical thinking skills and not be limited to a single textbook approach.

Some techniques that require emphasis are:

- Skills of research and analysis
- Correct techniques of evaluation
- Competence in oral and written communication
- Interpretation of data
- Facility in the drawing of valid conclusions through investigation
- Use of the vocabulary of history

Attitudes and Values

Through the study of history, students have the opportunity to acquire certain insights into the ways that problems and issues of the past have been met. Acquisition of historical background knowledge will assist students to relate present and future problems and find ways to solve them.

With basic study of the foundations of man's culture, students will be able to see the inevitability of change. They will note, also, that change or progress occurs and that man's adaptability to change is very important and necessary.

A thorough study of the achievements of man in his changing cultures should enable students to appreciate and accept the diversity of values and attitudes that they need to explore.

HISTORY - GRADES 1-12
(Continued)

Attitudes and values to emphasize are:

- Appreciation for the dignity of man
- Awareness of the changing societal structure
- Struggle for equality
- Capacity of man for solving problems
- Objective study of various cultures
- Desire to defend one's ideals, love of country, and tolerance for others
- Positive attitude for life, liberty, and the pursuit of happiness

UNITED STATES HISTORY

GRADES 5-12

The social studies curriculum in the public schools of Idaho offers United States History. It is suggested that emphasis be placed on National Heritage at the fifth grade level, and the Exploration and Discovery Period through the Westward Expansion at the eighth grade level. During the latter period, it is recommended that a unit on current Idaho be taught to coincide with the Lewis and Clark Expedition. In the eleventh grade, emphasis is placed on achievement and progress of the United States since the Westward Expansion. A modern contemporary problem-solving approach also is recommended at this level.

Understandings

The United States evolved as a combination of many races, nationalities, and religions to become a world power. Out of this varied background emerged a people whose dedication to the ideals of freedom became the bulwark of the American way of life.[16]

Students should develop understandings in:

- Vivid, graphic, basic history of the United States from the Pre-Columbian period through the present, with proportionately greater emphasis upon the period prior to the Westward Expansion Era for grade eight, and emphasis for the remaining period in grade eleven
- Main trends, themes, and concepts of United States History with supporting selected factual details; basis of political, economic, and social development of the nation; its diplomatic affairs; and its intellectual and artistic achievements
- Pioneer people and their contribution to the American Heritage
- Respect and appreciation for the American Heritage as a way of life - the American Heritage made up of a dominant majority heritage and minority heritages
- Skills of comprehension, analysis and evaluation of main ideas, specific facts and issues in United States historical relationships
- Event developments in the United States which affect and were affected by world factors

Inquiry Skills

A functional United States History study program should provide for the development and maintenance of inquiry skills. These are the skills essential to critical thinking and problem solving, and they involve pupils in the techniques of recognizing, analyzing, and defining a problem. The gathering, organizing, and interpreting of data, drawing of conclusions, and the making of generalizations are sequential steps in the problem solving process. Skills in the social studies are not learned in isolation but are related to actual application in meaningful situations.

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[16] Dante-Harris, Teacher's Resource Book (Glenview, Illinois: Scott, Foresman and Company, 1967).

Students need experience in developing competency in the following skills:

- Developing critical thinking - recognizing, analyzing, and defining a problem; gathering, organizing, and interpreting data; drawing conclusions on the basis of the available data; and finally, the making of generalizations on the basis of the conclusions
- Developing the skills of reading and evaluating special media for historical analysis
- Establishing facility in both written and oral communication; meeting the established standards for the grade level; acquiring and using the specialized vocabulary of history
- Acquiring information on current political issues and affairs; developing the ability to find and evaluate reliable sources of historical data from various media
- Using the tools of the historian skillfully

Attitudes and Values

In the study of United States History, it is important and necessary for students to develop appropriate attitudes and values. Pupils need many opportunities to relate reading content to their own lives. They should be encouraged to draw parallels, to note differences, and to explore many sources of information. By personalizing reading material, children gain a sense of reality of events that are removed from them in time and place.

In the study of United States History, it is hoped that the following topics will be further emphasized:

- People should be judged on their own merits.
- Everybody should possess equal rights and liberties.
- Rights of the individual should not be exercised in a manner that will interfere with the rights of others.
- Actions of one person should not threaten the welfare of other people or the security of the nation.
- Feeling of responsibility for active participation in local, state, and national affairs should be fostered.

- Faith in one's ability to contribute as an effective citizen should be established.
- Change and the acceptance of change are a part of life, especially in developed countries.

WORLD HISTORY

GRADES 4-12

World History is the study of man and his past achievements. It encompasses personalities and those traditions which enable a student to have a better understanding of his present world through recognition of familiar elements from the past.

History can be defined as a story of what is believed to have happened in the past, or what the historian is able to recover and reconstruct of what actually happened. History is a record that collects and organizes such facts as are available and relevant and provides a framework for them. It supplies order, harmony, and direction for what might otherwise be a chaotic assemblage of miscellaneous facts. No individual historian, not even the most astute group of scholars, can read and interpret all those miles of documents involved in records of World History. History, as a record, consists of three processes, usually so skillfully blended that they appear to be a single process. The first is the collection of what is thought to be relevant facts. The second is the organization of these facts into some coherent pattern. The third is the interpretation of the facts and of the pattern.[17]

World History should be taught on varying levels beginning with the study of a sampling of other cultures in selected regions of the world in grade four. A current unit on Idaho also is recommended at this level.

In grade seven, a study should emphasize the eastern hemisphere neighbors of the United States, including their history, geography, cultural heritage, and their influence upon the development of the United States in an ever changing world.

In grade ten, World History emphasis should be on the major events of the past which have played an important role in present civilizations and how they will help to mold the future.

Understandings

Students should understand that World History emphasizes the major events of the past which play an important role in present civilizations.

Some areas for further development may determine that:

- Races, cultures, and civilizations in various periods have made contributions to the growth of present civilizations.
- Historical events affect people and places in the contemporary world far beyond the limits of the place of their origin.
- Learning the similarities of people as well as their differences is useful in better understanding of one's fellow man.

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[17] Henry Steele Commager, The Nature and the Study of History (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 1-6.

WORLD HISTORY - GRADES 4-12
(Continued)

- Peaceful cooperation is one of man's worthiest and most persistent historical experiences.
- To understand the present and predict the future, it is necessary to recognize the achievements and accomplishments as well as the mistakes of past generations.
- To develop the ability to find and evaluate reliable sources of World History, information is necessary.
- To become skillful in the use of the tools of the historian requires experience.

Inquiry Skills

Students should be able to become skillful in organizing data and drawing conclusions about World History through inquiry into the many sources of reference suggested or recommended by the teacher. A contemporary problem-solving approach to current world understandings is recommended on this level.

Students may acquire further skills through:

- Examining data on mankind and his societies with objectivity
- Practicing some of the social scientists' methods of collecting first hand data; judging the validity and relevance of data; and by classifying and compiling the data
- Critical thinking involvement, the recognition, analysis, and definition of a problem; organizing, gathering and interpreting data; the drawing of conclusions on the basis of data gathered in the study of World History
- Developing the skills of reading, research, and map and globe interpretations, and using other specialized media for the investigation of World History concepts
- Developing facility in both written and oral communication; meeting the established standards for the grade level; acquiring and using the specialized vocabulary of World History

Attitudes and Values

Students should be aware of the changes in philosophical concepts and their effect on mankind down through the ages and the effects of merging civilizations and ideologies in our ever-changing world.

Extended attitudes and values are:

- Desire to become better acquainted with world problems
- Understanding of the role World History plays in developing an awareness of the social and political problems of the world
- ~~Development of a respect for the culture of the peoples of the world~~
- Awareness of totalitarian types of government and appreciation of the advantages enjoyed by living in a democracy
- Fosterage of a favorable attitude toward man which will instill an appreciation of human dignity and a sensitivity for the feelings of others
- Acquisition of an understanding of the cultural history, traditions, and values of selected societies representing varying beliefs and practices

[illegible]ISTORY CONCEPTS

PRIMARY	Primary pupils will learn that: Early peoples struggled for a mere existence. Early families sought food in many different places. When seeds were planted, people began to stay in one place. Simple tools made the work of planting more efficient. With improved tools, people could raise more crops. Early families devised simple ways of preserving food. Increased efficiency in producing food enabled some people to take up other occupations. Specialization in labor led to the growth of trade. Use of machines made manufacturing of clothing faster and more efficient.
INTERMEDIATE	Intermediate students will realize that: Events that happened in the past have an influence on how people live today. Each age of man benefits from the progress of past ages. Man has left many records to show how he lived in the past. Man's actions are motivated by many reasons. Geographic information and historical aspects of modern Idaho are presented in grade 4 (a portion of the second semester). *A Unit Study for Idaho History should be presented during a unit study of Idaho in the second semester. The school population of Idaho must be provided an opportunity to secure a basic understanding of their State's history in order to better appreciate its heritage. History includes the study and understanding of events in the progress of a great

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*See A Study of Idaho Through Inquiry, p. 41.

INTERMEDIATE
(Continued)

Continued:

state and nation. If pupils understand the sacrifices that were made in the development of their State and country, they should have a greater desire to protect that heritage.

The content to be presented at the fourth grade level includes:

- Selected regions of other lands in the first semester of the fourth grade
- Geographical factors of the selected regions with emphasis upon hot-wet, hot-dry, cold, and temperate regions
- Relationships of people and progress to environmental, cultural, and economic contributions of selected reglions
- Global concepts as continents, oceans, zones, climates, seasons, directions, communication systems, and travel routes
- Information on land forms, resources, place and location
- Map interpretations, symbols, distance scales, surface features, products, population, temperatures, and precipitation
- Detailed use of terminology, geographical concepts and skills
- Concentrated study of the geographic and historical aspects of modern Idaho in the second semester of the fourth grade year
- Current news of Idaho, national and world affairs

Intermediate students will further realize that:

Change is a basic concept of history.

The United States scientific and technological development has contributed to its emergence as a world power.

Investigating biographies of famous Americans is informative.

The world benefits from the work and discoveries of famous men from all periods.

Development of social, political, and economic institutions is being influenced by what has gone before.

History of the United States from its settlement to independence, with emphasis placed on national heritage, is presented in grade five.

HISTORY CONCEPTS
(Continued)

INTERMEDIATE
(Continued)

Continued:

To understand why people live as they do, knowledge of their history is important.

Events in one part of the world can affect people in other parts of the world.

When a nation is faced with a crisis, a strong leader often emerges.

Currently, the colonial empire is almost over.

The foreign policy of the United States has been affected by the history of Latin America and Canada.

SECONDARY

Secondary students will realize that:

A depth study in grade eight of modern Idaho includes its history, geography, economics, and social development (Grade 8, second semester).*

Events of the past influence events of the present and future.

Learning about the past occurs in many different ways.

World progress depends largely on friendly relations among nations.

Different people often give different accounts of the same event.

The history of man is never finished.

The history of the United States from its settlement to independence, through its major wars and its national growth, is necessary.

The historical background of the nations of the world emphasizes the relationship of the old world to the new and its influence upon the United States.

Biographies of world leaders in government, war, religion, science, inventions and the arts are of interest.

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*See A Study of Idaho Through Inquiry, p. 41.

SECONDARY
(Continued)

WORLD HISTORY

World History is emphasized to include:

- Man's origin from primitive man and the comparison and appreciation of his early civilization with that of today
- The Greek, Roman, and other civilizations' influence upon mores and humanities
- Importance of economic factors that brought about change from one civilization to another
- Growth and influence of religions in the various areas of the world
- Philosophical concepts and their impact on mankind
- Effects of merging civilizations and ideologies in an expanding world

UNITED STATES HISTORY

United States History is presented in depth to include:

- The period from 1914 to the present
- Study of exploration, colonization, and growth of independence
- The Constitution and its organization and purpose
- The Monroe Doctrine and its implications
- Effect of governmental policies on the economic activities of state, nation, and world
- The era of prosperity, depression, and the role of the federal and state government in supporting an economy
- Causes and outcomes of world wars
- The United States' position in current and world affairs

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SOCIOLOGY

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SOCIOLOGY

GRADES 1-12

Sociology often is defined as the scientific study of the structure and process of systems of interaction among mankind. Sociology provides content which can lead the learner to important knowledge in the social studies. Problems of group living centering on the home and family, the school, and community provide important areas of study and investigation for the student.

To become aware of the concepts of sociology, students need to know about a number of factors that affect the social organization. Information about culture, "the way of life," and the belief in the importance of education, freedom, success, and the "free enterprise system" are factors that need to be examined intelligently. Some eminent sociologists have stated that every society has certain needs which must be satisfied if that society is to continue to exist. The five basic essential functions would include: reproduction of human beings, socialization of new members, a purpose of existence, production and distribution of goods and services, and a method of protection of society through measures of social control.

Understandings

The study of sociology in the public schools should afford students a better understanding of social behavioral patterns as they relate to society, both individually and collectively. A depth study of certain human behavioral characteristics could assist students in analyzing "why" conditions may or may not occur. The sociologist is concerned with predicting human group behavior. This requires study of behavioral patterns, and the recurrent regularities of behavior.

Some topics for investigation are:

- Understanding the role of kinship with fellow men
- Appreciating occupations or job roles in a community
- Understanding exchange as a measure of value from one individual or group to another
- Realizing that property refers to ways individuals or groups exercise rights in things of value
- Understanding the authority and rights of individuals in behavioral patterns
- Learning about group status and prestige among persons in a community
- Understanding education as a continuing learning process
- Understanding that religion refers to the pattern of beliefs of individuals

Inquiry Skills

One of the goals of education is to help the student to understand the world in which he lives. Sociology is the social science which gathers data through experimental and other means in order to test the hypothesis for factual evidence over theory. A major purpose of sociology should be to give students a better understanding of human behavior. Since the basic concept of sociology is social interaction, students need to study themselves and their responses in order to better perceive themselves as a part of the total society in which they live.

The student should be aware of some of the concepts of sociology and know some of the areas of concern, learn how the sociologist studies social groups, and organize data from research which may prove valuable to individuals and groups. If students of sociology will use "A Mode of Inquiry" for problem-solving techniques, they will be in a better position to weigh and measure factual evidence. Students in studying group behavioral responses should have opportunities to investigate some of these basic concepts.

Sociology comprises many kinds of human relations. One of its primary aims is to provide an understanding of the nature of group life and the various kinds of groups to which men belong. Students need to view the study of sociology as the science of society and to become involved as a participant in the actual study of society rather than as a passive observer. The scientific approach should be encouraged by teachers to give students experience in laboratory projects. In the analysis of the patterns of societal structure, students can become functioning members with regard to their rights, responsibilities, and privileges. If provided with the tools of analysis for probing into societal structure, students will become more favorably inclined to function as worthy contributing members of their society.

Areas to emphasize are:

- Competence in critical thinking skills of sociology
- Ability in the use of a variety of sources such as books, charts, graphs, statistical tables, newspapers, and magazines
- Ability to examine data on human beings and their societies with objectivity
- Skills in judging the validity and relevancy of data
- Facility in compiling and classifying data pertinent to sociology
- Competence in the use of some of the sociologist's methods of securing information

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- Special vocabulary of the sociologist
- Methods of judging written material

Attitudes and Values

Since a person's feelings and attitudes are intrinsic for the most part, it often is difficult to transmit them, either consciously or unconsciously, to others. The individual's behavior is greatly influenced by his values. The student should learn to look at his own problems calmly and critically and to approach the solution with reason and intelligence. He also should learn to view with sympathy and understanding the problems of people of other classes, races, or nations. It is also important to note that the behavior which the sociologist observes is value-oriented. (Interaction, as sociologists define it, occurs when the action of one person causes an action by another person or persons.) Students need to be provided with certain basic concepts in order to understand why these interactions take place.

Students should develop a respect for sociology, a curiosity about and interest in the discipline through:

- Appreciation of the human dignity and awareness of the feelings of others
- Appreciation of community and country
- Responsibility for the development of worthwhile attitudes and values
- Respect for evidence and acceptance of the rules which govern
- Appreciation of generalizations about human behavior
- Capacity for developing attitudes and values
- Use of valid evidence in acquisition of information
- Appreciation of home, community, state, and nation
- Observation of other cultures

SOCIOLOGY CONCEPTS

PRIMARY	Primary pupils will learn that: Objectives and concepts are presented in the form of simplified statements dealing with the nature of social behavior and human society.
	Man is part of the animal kingdom and exhibits considerable physical variety, although all men are of one species and face similar fundamental problems and needs. Unlike the lower forms of life whose life ways are largely instinctually determined, man becomes humanized by living in a society of other human beings. There are many societies, world-wide, in which people learn to be human in many different ways. In almost all societies, some form of family unit provides the fundamental context for becoming human.
INTERMEDIATE	Intermediate students will realize that: In known societies, there are customary but differing arrangements for determining behavior among people who are related to one another through descent or marriage. Over many years, the family in Western society has come to have a different place in the individual's life, largely through the transfer of economic activities away from the home. People learn to be human through interaction when they share a common culture. Every society has a culture which embodies its traditions, language, rules, goals, values, beliefs, ideas, and morals (in short, a complete pattern for being human). Every society and its culture is undergoing change, some very rapidly and some more slowly. Cultural change may result from outside or from inside influences. It is natural for people to feel proud of their own society and its cultural ways; yet, trouble can result from too much display of superiority.

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SOCIOLOGY CONCEPTS
(Continued)

INTERMEDIATE
(Continued)

Continued:

One society, unlike many others, perhaps being formed more recently, may be populated by people who immigrated from many other societies whose cultures were different from one another.

While some people have assimilated to the point of considerable commonality, many have remained recognizably distinctive from one another by maintaining many elements of their prior cultural ways.

People of prior cultural (and often racial) backgrounds who constitute minorities within American society are referred to as ethnic groups.

Maintaining ethnic diversity, although difficult at times, is a positive value in the tradition upon which recent emphasis has been placed.

SECONDARY

Secondary students will realize that:

. Objectives and concepts are presented in the form of "units" containing a few simplified statements followed by more specific concerns.

UNIT:

POPULATION

Over the long history of mankind, the growth of world population was slow and erratic until about 300 years ago. Since that time, population growth has occurred at an accelerating pace.

The following are three objectives in the study of population:

1) Create an awareness of the numbers of persons living in the world, the historical trends of population growth and the projections which seem most reasonable about future population growth.

2) Create an awareness of the attitudes (popular and official) about the role population size and growth plays in national and international economic and political affairs. Special emphasis should be placed on changes in these attitudes in recent years.

SECONDARY
(Continued)

POPULATION (Continued):

3) Create an awareness of some of the concerns about the relationship of population size and growth rates to the functioning of people and groups in such areas as ecology, politics, economics, social organization, attitudes, emotions, and physical well-being.

UNIT:

SOCIAL STRATIFICATION

An important part of all societies is their system of structured inequalities. Social stratification is the study of social differentiation of this inequality and of the mobility or movement of people within this structure. Some objectives in the study of stratification would include:

- Systems of inequality may be based on one or more of the following: wealth (land, capital, income); prestige (including expenditure patterns); education and occupation; and racial or ethnic group identities.
- Consider the meaning of equality and view the ideal of equality in some of its past and present manifestations in American society.
- Consider how American society exhibits elements of social inequality and explore some of the ways in which class placement affects life chances of individuals.

UNIT:

RURAL AND URBAN COMMUNITIES

Until recently, the cultures of many societies reflected an agricultural way of life and men lived in small, tightly knit communities. Life took on a degree of intimacy and personality not unlike that found within a large family. Needing little formal education, people's behavior was shaped largely along traditional lines. There was very little cultural change. Industrialism and a market economy have been major factors in altering the rural way of life. The majority of Americans now live in cities. Some objectives of study in this area would include:

- Consider how urbanism has changed man's way of life and what kinds of changes may be expected in the near future.

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SECONDARY
(Continued)

RURAL AND URBAN COMMUNITIES (Continued):

- Consider some of the challenges and problems associated with an urban environment: transportation, water and air standards, waste disposal, patterns of growth and decline of the city, ghettos and poverty.

- Consider problems of individual adjustment within the urban context: personality development, mental health, freedom, employment, the meaning of "success."

UNIT:

SOCIAL RESEARCH

Science is not a particular subject, but rather a method of study which sociologists feel is applicable to the study of man as well as to the study of nature. As a general rule, the method of science involves:

- Asking clear and answerable questions

- Making pertinent observations in an unprejudiced manner

- Reporting these observations clearly and accurately

- Revising previously held assumptions and beliefs in the light of reported observations

The goal of sociology is thus the explanation, understanding, and prediction of social behavior. Some objectives in this area include:

- Understanding something of the methods of inquiry used by sociologists: the logic of classical experiment, the sample survey, the case study, the analysis of existing records and other available sources of information.

- Considering how sociological explanation and understanding compare with the following sources: faddists of various kinds, lonely hearts columnists, newspaper editorialists, popular music, astrologists, racists.

APPENDIX

A P P E N D I X

Appendix A - Sources on Idaho

B I B L I O G R A P H Y

APPENDIX A

SOURCES ON IDAHO

BOISE STATE COLLEGE, Film Library, 1910 College Boulevard, Boise, Idaho 83725

DEPARTMENT OF COMMERCE AND DEVELOPMENT, Room 108, Statehouse, Boise, Idaho 83720

DEPARTMENT OF FISH AND GAME, 600 South Walnut Street, Boise, Idaho

DEPARTMENT OF FORESTRY, 801 Capital Boulevard, Boise, Idaho

DEPARTMENT OF HEATLH, Len B. Jordan Office Building, Boise, Idaho 83720

IDAHO BANKERS ASSOCIATION, 500 West Washington, Boise, Idaho 83702

IDAHO POTATO & ONION COMMISSION, 517 Main Street, Boise, Idaho

IDAHO STATE UNIVERSITY, Film Library, Pocatello, Idaho 83201

DEPARTMENT OF LAW ENFORCEMENT, 3211 State Street, Boise, Idaho

STATE SOIL CONSERVATION COMMISSION, 521 North 7th Street, Boise, Idaho 83720

UNION PACIFIC RAILROAD, Motion Picture Bureau, Department of Public Relations, 1416 Dodge Street, Omaha, Nebraska

UNIVERSITY OF IDAHO, Film Library, Audio-Visual Center, Moscow, Idaho 83843

UNIVERSITY OF IDAHO, Film Library, Extension Service, 317 1/2 North 8th Street, Boise, Idaho 83702

DR. HERBERT J. VENT, Department of Education, University of Idaho, Moscow, Idaho, 83843 (Colored slides of Idaho)

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